

School and Community

VOL. XV

MARCH, 1929

No. 3

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THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XV

MARCH, 1929

No. 3

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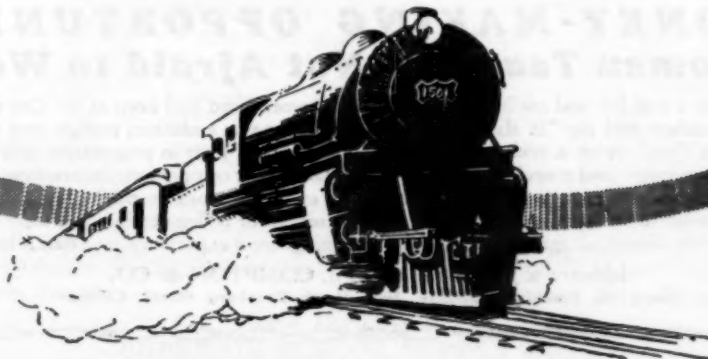
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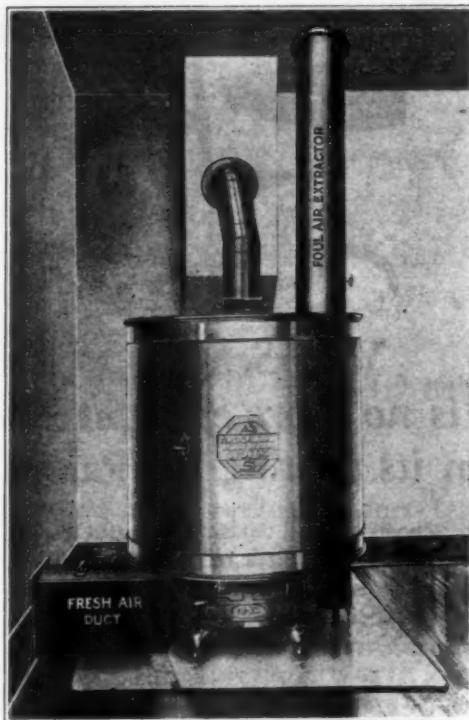
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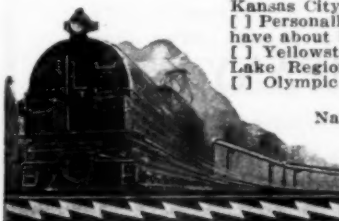
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TABLE OF CONTENTS

Editorials		Around and About	153
Wealth and Justice	141	A Modern City High School With A	
Less for More	142	Human Side	154
N. E. A. Membership in Missouri	142	"Louder! I Can't Hear"	156
"Pay as you Go" Plan	143	State Department of Education	
Financing Our Extra Curricular Activities	144	Rural School Department	158
Pattern Weaving	146	Pickups from the Cleveland Convention	161
Public Schools and Politics	147	Quips and Cranks	164
The Triple Problem	148	The Hill Billy Bunnies	165
Does Missouri Need Better Supervision?	149	Items of Interest	166
The Rate of Social Changes in American		American and European Educational Sys-	
Society	151	tems	168
		Book Reviews	190

INDEX TO ADVERTISERS

American Book Company, Incorporated	130	Milwaukee Road, The	133
American Institute of Educational Travel	183	Missouri Valley Teachers Agency	192
American Seating Company	131	Mtn. State Teachers Agency	183
Arbogast System Heating Co.	132	National Educational Service, Inc.	190
Beckley-Cardy Company	189	National School Service Company	182
Bureau of University Travel	191	Nichols Co., Inc., T. G.	190
Central Missouri State Teachers College		Normal College of American Gymnastic	
.....Inside back cover page		Union	181
Christian College	188	Northeast Missouri State Teachers College	
Clark and Brewer Teachers Agency, The	183Inside back cover page	
College of Music of Cincinnati	181	Northwest Missouri State Teachers College	
College Travel Club	191Inside back cover page	
Colorado State Teachers College	137	Northwestern University	186
Compton & Co., F. E.	130, 179	Pupils Reading Circle	170
Cook & Son, Thos.	185, 191	Radio Corporation of America	139
Cunard Steam Ship Company, Limited,		Rand McNally & Company	134
The	187	Roach-Fowler Company	184
Doubleday, Doran and Company	174	Rocky Mt. Teachers Agency, The	192
Draper Shade Co., Luther O.	189	Rudin & Company, Inc., John	183
Eastman Teaching Films, Inc.	171	Sabins' Educational Exchange	192
Eldridge Entertainment House, Inc.	181	Scott, Foresman and Company	184
Everwear Mfg. Co.	182	Scribner's Sons, Charles	138
Fisk Teachers' Agency, Chicago	192	Southeast Missouri State Teachers College	
Fisk Teachers Agency, Kansas City	192Inside back cover page	
Frisco Lines	129	Southwest Baptist College	188
Frontier Press	183	Southwest Missouri State Teachers College	
Fultz Studios	192Inside back cover page	
George Peabody College for Teachers	187	Southwestern Bell Telephone Company	167
Ginn and Company	134	Specialists' Educational Bureau	192
Great Northern Hotel	191	State Finance Company	185
M. Hohner, Inc.	173	Stephens College	188
Houghton Mifflin Company	176	Student Travel Club	191
International Mercantile Marine Lines	135, 137	Temple Tours	191
International Travel Club	191	University of California Tours	186
Jensen, Albert V.	181	University of Denver	187
Little, Brown & Company	136	University of Minnesota	177
Lothrop, Lee & Shepard Co.	138	University of Missouri	
Louden Playground Equipment	180Outside back cover page	
McCormick-Mathers Co.	179	University of Wyoming	135
McKnight & McKnight	181	Victor Talking Machine Company	169
Macmillan Company, The	136	Washington University	175
Marshall Hughes Company	185	Weir, Richard	189
Midwest School Supply Company	178	Western Reference & Bond Ass'n, The	192
Midwest Teachers Bureau	130	Winston Company, John C.	189



EDITORIALS

BY THE APPLICATION of the laws of physical science we have become wealthy. Shall we by the application of the laws of social science become just? It has been said that we have progressed so far in physical science as to make the science of Aristotle look like foolishness, but so little has been done in the application of the laws of man's relation to his fellow man that Plato is still far in advance of us.

WEALTH AND JUSTICE.

If one wishes to have this idea borne down upon him one needs but to look at the inequalities which we have allowed to develop in education, and the apparent apathy toward these conditions. In the solution of this problem, Wealth and Justice join in combat and the odds are always heavily in favor of Wealth. No matter how glaring the injustices of the situation, no matter how clearly they may be set forth, no matter how loud Justice may cry through the voices of 400,000 children now living and of billions yet unborn, the whispers of Wealth, the lisps of the divinely favored, the imagined thoughts of a bogey taxpayer are adequate to throw a phalanx of defenders around Wealth.

When men know that certain wealthy centers are, on a relatively low tax rate, spending more than \$100 per year for each child in average daily attendance and consider that \$60 is too much for the ordinary masses to spend, and for the simple reason that such a program might place a small tax on the wealth of the State even tho

it would certainly be advantageous to a half million of children, the sense of Justice is evidently atrophied in such men.

When a legislator knows that a state is rich enough to furnish this modicum of support to communities that need it in order to do for its children what every normal parent wants to do for his, and simply because Wealth objects to Justice, that legislator needs a "shot" of civic righteousness. When a citizen can know of these conditions and yet be content to be silent he needs an awakening to a sense of his obligations as a citizen. And the school teacher, be he of the lowest or the highest rank, who thru fear of offending one of the high and mighty protectors of property against the rights of humanity—well such a teacher is worthy of the detestation of all men who dare to walk like men!

This generation needs to be shocked into a respect for the rights of humanity. It needs a modern Micah to shout into our souls, "Will the Lord be pleased with thousands of rams or with ten thousands of rivers of oil? Shall I give my first born for my transgression, the fruit of my body for the sin of my soul? . . . What doth the Lord require of thee but to do justly, and to love mercy?"

What side are you on when Justice and Wealth join in combat? Or do you seek the coward's cover of neutrality.

Have you taken advantage of the insurance that is provided for you by the Missouri State Teachers Association? See application on page 157.

MR. BUCHOLZ, alias "Zeke Cheevers," oracle extraordinary and leonine lampooner of modern trends in education has delivered another death-dealing blow to the public school as it is and is becoming. This time the American Mercury serves as the means by which the terror of his blow is transmitted to the "opulent Babbitts," the "forward lookers in education" and the "creative administrators." Mr. Bucholz is moved thus to maim, mangle and massacre the masses of "red-blooded Americans" because, forsooth, they are spending too much, far too much, of the "taxpayers' money."

His diatribe is entitled "More Money for Less Education," and with meticulous care he firmly establishes the "More Money" part of his thesis. Having thus shown his ability to use statistics and marshal facts he leaves his readers to depend entirely upon the veracity of his bare statement that they are getting "less education" for the "more money."

Unfortunately the world at large may not know this author well enough to accept his word as the final authority in this regard. He should have gone into the matter more specifically, for this is the crux of the whole matter. Are we really getting less for the more? As astute as the readers of the "American Murkier" are there may be those around the fringes of the scintillating halo of which it is the center, too dull to see that merely because we spend more we get less.

But after all the brilliancy of Bucholz and the refulgence of the Mercury are not for those with purblind intellects or blurred mental vision.

MISSOURI for the first time in many years has the presidency of the National Education Association. Therefore, as a matter of state pride if for no other reason Missouri should be expected to increase her membership in the N. E. A. The Atlanta Meeting, this summer, should show that Missouri appreciates the honor given her last year by the election of Mr. Lamkin to the presidency.

The peak of Missouri enrollment in the N. E. A. was reached in 1924. It is now almost back to this point but still below it. Surely we might be expected to go far in advance of all previous records this year.

Fifteen states now surpass us in total number of members. Twenty-nine counties have not a single enrollment to their credit and eighteen others have only one member each.

Kansas City leads the cities of the State in the number of members. St. Louis, St. Joseph, Sedalia, Webster Groves and Springfield come next in the order named and these with Maryville complete the list of cities with fifty or more members. Columbia is the only city in the forties, and Warrensburg, Hannibal, and Maplewood comprise the list with membership in the thirties. Two hundred towns are listed as having members and 114 of these have only one member each.

Really we are professionally beneath our rights in our relation to the N. E. A. Let us improve our status by enrolling now. The fee is two dollars and this includes a year's subscription to the N. E. A. Journal.

The Meeting at Atlanta will be a good one. The trip furnishes an op-

portunity to see a country beautiful in scenery, rich in history, famed for its hospitality and one that is less known by Missourians than either the west, the east or the north.

Arrangements have been made with the Frisco System for train accommodations at a reasonable rate for a high quality of service. Their lines lead directly to Atlanta from either St. Louis or Kansas City. Converging at Memphis they offer an opportunity for all Missouri to make the last part of the journey together and to go into Atlanta impressively.

Plan to go, but send in your enrollment whether you can go or not.

IT IS DIFFICULT to see why men charged with the responsibility of leadership should advocate bonds for the upkeep and expansion of public buildings in a State as wealthy as is Missouri. With a valuation of approximately five billion dollars a one mill mill tax would produce a building fund of \$5,000,000 annually.

A fair tax would not make property bear the entire burden. With incomes bearing their part this amount of money could be raised in one year by a property tax of less than one-half a mill.

On the other hand a bond issue would double the cost, ultimately. St. Louis has for many years been able to maintain her public school buildings and to construct elegant new ones when necessary without a bond issue. Certainly the State as a whole can pursue a similar policy.

It might be suspected that the advocates of the State bond idea have several ideas in mind:

(A) As politicians they are unwilling to ask the taxpayers to pay something today that can be put off till tomorrow even if by paying today the taxpayer may get the same buildings for half the money or twice the buildings for the same money.

(B) Since a bond issue must be submitted to a popular vote it is an easy method of passing the buck, on the theory that "the dear people" know what they want and should not be given anything they do not want.

(C) Private interests desiring to cripple public education know that the most effective way to do it is to submit a bond proposition, for in this case not only those who do not believe in public education will vote against the bonds but also those who see the wastefulness of the method, so that such a proposition will be most certainly defeated.

(D) By this method property will have to bear the whole burden and incomes and corporations will thus be allowed to go free from this part of their just obligation.

Wealth will be relieved of the tax and at the same time be offered an opportunity to buy gilt-edge, tax free securities.

Missouri really wants to take care of her schools and her unfortunates as other states do. A legislator should be liberal enough toward his constituents to assume this much.

Have you taken advantage of the insurance that is provided for you by the Missouri State Teachers Association? See application on page 157.

FINANCING OUR EXTRA CURRICULAR ACTIVITIES

By Paul W. Osborn.

AS TEACHERS, how often have you heard these and similar questions asked by the public? Where does the money go? Why is so much needed? Who is responsible for the bills contracted by the different organizations? Why are not business methods used?

These are legitimate questions and can be answered only by the schools that have some definite plan for handling the internal finances of the school.

It has been, and still is, the custom in a great many schools to allow each organization to have complete charge of its own financial affairs. True, there is usually a member of the faculty assigned to assist in directing the affairs of each organization, but from the financial standpoint this custom has the following drawbacks:

1. Many teachers do not take their sponsorship seriously.
2. Many teachers are leaving positions each year and such records as they had kept are lost.
3. Students are allowed to buy without requisitions, and merchants do not know who is responsible.
4. The principal must stand responsible for a great many things he knows nothing about.

Nothing, in my opinion, creates more embarrassment than to be presented with a lot of old bills contracted by some organization the previous year. Usually, no record has been kept, and you find your school in debt when you thought you were ahead financially. In the majority of cases the principal is responsible for the actions of the different organizations within his school. In schools where the superintendent assumes responsibility for the handling of the internal finances, he is

face to face with the same problems and oftentimes, embarrassments.

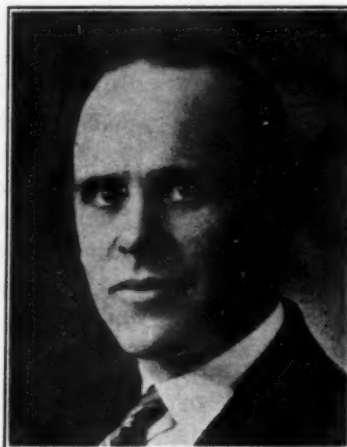
The fact that school money is public money places added responsibility upon the individual, usually the principal, who directs the extra curricular activities of the school. In the larger high schools these activities earn and expend several thousands of dollars of public money each year; and, since it is public money, the public has a right to expect it to be handled so that full value is received.

The system used in the Cameron High School, the single account system of

handling the financial affairs of our extra-curricular activities, is not new; but it is an efficient system, which is easy to put into operation and does not entail a great deal of complicated bookkeeping.

This system calls for a "chief treasurer," a member of the faculty, who, is, in reality, the "banker" for all the organizations. Each organization has its own treasurer who deposits all money received by the organization with the "chief treasurer" who issues a receipt and in turn deposits all money received from all organizations in the bank under one account. This places the responsibility on the treasurer, for keeping the individual organization accounts accurate, but it does away with the old practice of having from six to twelve small accounts in the different banks. The "chief treasurer," Miss Alta Motter, has had much to do with making the system function successfully.

When an organization wishes to make a purchase, the treasurer of the organization secures a "purchasing requisition" from the principal and presents it to the firm or individual from whom the purchase is to be made. The requisitions are in triplicate—one going to the merchant; another to



Paul W. Osborn

the chief treasurer, and the third is retained by the principal. Since the principal must sign all "purchasing requisitions," he is kept informed regarding each organization. Anyone selling to any individual or organization without an order from the principal does so at his own risk.

All expenditures and receipts are recorded in a journal as they occur, care being taken to credit expenditures and receipts to the right organization. At the close of the month all items, both receipts and expenditures, are recorded in a loose-leaf ledger. In this way an accurate check is kept, since the journal and ledger must check, and in addition, the book of the "chief treasurer" must check with the books of each organization. This gives a three way check, which insures accuracy.

In the ledger each organization is given a separate section, and the affairs of that organization are kept separate from the

other organizations. The journal furnishes instant information regarding total receipts and expenditures of all the organizations, while the ledger does the same for each individual organization. At the present time we are handling the funds for football, Junior class, school paper, Home Economics Club; debate, music, art fund, Senior class, School Annual, and Basketball. Other activities and organizations will be added during the year.

All bills are presented to the "chief treasurer" for payment, which is done almost entirely by check.

At the close of each month a statement of the financial condition of all the organizations is made to the superintendent of schools. These statements are made out on the form given below and show five (5) items concerning the affairs of each organization:

Receipts	Expenses	Paid Out	Old Account paid during present month.	Accounts Unpaid

For the convenience of the student body, we have prepared a colored chart which shows the total and monthly receipts, expenses, moneys paid out, and debts of each organization. This chart has created a great deal of interest among the students, since they can see for themselves just how each organization stands. It is our object, as far as it is possible, to make each activity pay, and we have found that the students are willing to do their part when

they know the actual conditions. It is not nearly so hard to control expenditures when we can show the students the facts regarding their organization.

This method of handling the internal finances of the school, while it makes additional work for the principal and treasurer, is worth all it costs because teachers and students will not have to depend on guesswork—they will KNOW.



PATTERN WEAVING AS AN ART CRAFT

Ella Victoria Dobbs

MANY OF US treasure a fine old handwoven blue and white coverlet that has been handed down through two or three generations. In some cases the spinning of the yarn was also done by hand.

What will the present generation leave as heir-looms and keepsakes for future generations?

With the coming of the cotton and woolen mills, weaving as a home industry gradually passed out and almost became a lost art. In the glamour of much machine-made stuff the old handwoven things were neglected for a long time. Of late, however, with the development of greater appreciation for real beauty, not only have the old coverlets been given places of honor but the art of weaving has been revived and promises to take its place among the acknowledged art crafts.

Numerous improvements in the operation of the loom make it possible to carry on the craft with inexpensive equipment, set up in limited space. Table looms, built to weave various widths from eight inches and wider, are to be had from \$5.00 up, according to the width and the number of harnesses. These make possible the use of looms not only in the home but also in the school.

The hand weaving process amply justifies itself as an art craft, as a leisure time activity, as an educative factor and as a form of occupational therapy. In the last named field it has been the means through which many a case of nervous disorder has been conquered and in some instances, reason, apparently gone, has been awakened and the patient fully restored. Any medium having such power demands consideration as an educative factor.

We are wisely giving increased attention to definite means for character development. We are also beginning to realize the necessity for training definitely toward a wise use of leisure. In both these fields we will find hand-loom weaving an effective factor. We have long

since recognized the truth of the principle—"We learn to do by doing" and we are widening its application. We are realizing that character development is in large measure a by-product of the activities in which we engage and that if we wish to develop in growing children the qualities which make for fine character we must see to it that they are occupied in activities which cultivate those qualities. We have long since given over the idea that precept alone can be expected to give great results. The processes of weaving call for many of the characteristics desired in well rounded character development.

The mechanics of the weaving process call for close observation, mathematical accuracy, and patient persistence both in setting up a pattern and in working it out.

The progress of the pattern is bound to develop some sense of proportion and some appreciation of the relationship between the nature of the material and the pattern. Some things can be done. Others can not be done, and the weaver must accept the limitations of the material. Yet within the range of what can be done there is such wide variety that originality and initiative are stimulated and developed. To nearly all who attempt the work, it comes to have an irresistible attraction and a fascination which keeps the weaver always planning the next project before the one in hand is completed.

Some years ago when weaving was a new idea in school work, we decided to try it out, two day per week on a second grade class which was using paper as the chief material in the handwork hour. We prophesied that the children would soon tire of the monotony of picking up one thread after another, but to our surprise we soon found that they were dividing the calendar into "the days we weave and the days we do not weave" and that they could be bribed into much good behavior by the promise of an extra weaving day. These tots were doing only the

simplest work on small wooden frames by a process which was little more than glorified darning yet the appeal was there and it seems to increase in compound ratio as knowledge of the craft increases. It may easily become a profitable hobby which will in large measure provide activity for leisure hours.

At present the products of the hand loom have a distinct market value and will pay for the cost of the loom in a short time. Among these products suitable to schoolroom conditions are scarfs, doilies, table runners, bags of all sorts, purses,

small rugs and similar projects, all of which may be both useful and beautiful.

The growing popularity and development of the weaver's craft is attested in the recent publication of two new books.

The Shuttle-Craft Book of American Hand-Weaving by Mary Meigs Atwater, Macmillan.

The Book of Weaving, by Anna Nott Shook, The John Day Company.

These books add much to the literature of the subject and are a mine of information and suggestion to the amateur.

PUBLIC SCHOOLS AND POLITICS

Roughly speaking, there are two ways in which the Federal Government may help the public schools. It may study school problems, issue reports, and in general act as a consulting scientist in education—and this the United States Bureau of Education has tried to do since its foundation over fifty years ago. Of course a department of education, adequately financed, could do such work far more effectively than the Bureau has ever been able to do it. Or the Federal Government may adopt some plan for equalizing educational opportunity by national aid to the States. This, too, has been done and is being done—through the Federal Board for Vocational Education, under the Morrill Acts, and in one or two other ways. In general, however, it may be admitted that we have no definite or comprehensive policy for national action in education and that the formulation and adoption of such a policy would be a great achievement for any administration.

Harvard men sometimes show only faint interest in the public schools, in spite of the fact that over half of the alumni of the University are public school graduates. Although parents may sympathize with the efforts of public school workers, the former often turn to private schools for the education of their children, and thereafter their interest in the public education is likely to become academic. Since this process, or something like it, is frequent and often almost unavoidable, there is constant and increasing need to

remind not only Harvard men but university graduates everywhere that the problems of public education are their problems. The success of the public schools is the success of America. The danger of the private school—the only danger worth mentioning—is that it alienates the interest of its patrons from the public schools. Although the Oregon law against private schools has been declared unconstitutional, any development of private education that really threatens public education would raise an issue in American life that would be far more fundamental than the tariff or the Eighteenth Amendment. The public schools may well be brought into politics—in the sense that their continuance and progress is made a matter of national political interest. Will the President to be inaugurated on March 4, 1929, assume a leadership in public education?

—*Harvard Alumni Bulletin*

According to Miss Charl Williams, Field Secretary of the Legislative Division of the National Education Association there is a proposal for the creation of a new department of education and welfare indicated in newspaper reports thruout the country in connection with the rumored appointment of R. L. Wilbur, President of Leland Stanford University as Secretary of the Interior. Press dispatches, Miss Williams says, indicate that the establishment of this new department is one of the first of Mr. Hoover's reorganization plans.

THE TRIPLE PROBLEM

By Dean Wm. F. Russell in Teachers College Bulletin.

ONE OF THE most perplexing of these problems arises from the simultaneous impact upon the school of three popular demands—that pupils be accommodated in greater numbers, that training of better quality be offered, and that there be greater economy in all public expenditures.

The American people want educational opportunities to be widely extended. Our nation was founded upon the assumption

—**Quantity** that all men are created free and equal and we have come to believe that all should have an equal chance. We desire no leader to be selected on account of his wealth alone, no child to be bound by the accidents of birth; and we hope that the time may soon come when the race of life will be run from an even start with a free field. Franklin and Lincoln are our heroes. "Onward and upward" is a favorite motto. The most gratifying spectacle to most of us is that of the poor boy rising to the gilded heights. The humble origins of Smith and Hoover are political capital. This is the explanation of the growth of our school system and forms the underlying cause of the extraordinary expansion of all its parts. The public school is dear to the hearts of the American people. Through it they hope to realize their fondest desires; and they will not rest content until every boy and every girl is given opportunity commensurate with ability, regardless of birth, wealth, or health. Americans want more education.

At the same time they want better quality of education. They are not satisfied with the schools as they are. Returning travellers receive thoughtful attention when they pronounce

—**Quality** American education as inferior to European. Merchants and manufacturers complain of the deficiencies of the graduates of our schools. Famous

critics perceive a lack of thoroughness, they detect a certain softness in our teaching; and they plead for the production of true scholars and a return to scholarly ideals. Legislatures enact laws requiring higher standards and better teachers. School authorities advance admission requirements and restrict attendance. Certain colleges practically elect to membership a favored few. Waiting lists are long. Institutions secure popular support by announcing as their aim education of fine quality, and they point with pride to small classes, individual instruction, and education by conference under a tutorial system.

The American people want quantity and quality, and at the same time display a solicitude concerning all public expenditures. The economy program of the

—**Economy** national administration, which has had wide public appeal, has been reflected in states and localities by the appointment of budget directors, the adoption of economy policies, the rigid scrutiny of all payments, and the reduction of taxes. Some experts assert that the United States cannot afford to support its present educational program. This seems absurd, but one may well pause when he looks into the future. If the American people proceed with a policy of extending education widely and at the same time increase expenditures in order to work for quality, the time may be not far distant when we shall be forced to consider whether we, as a nation, can afford to pay for all that we want. It is to be hoped that our economists will address themselves to the problem. A portion of the people by their own labors are able to support the balance who are not at work,—the young, the aged, the ill, the unemployed, and those who are in school. The ratio of the productive to the unproductive depends upon a variety of factors, among them being wealth of natural resources, geo-

graphical location, climatic conditions, length of the working day, week, and year, degree of productivity, economy and thrift, amount of unemployment, age of retirement, birth and death rates, ratio of children to adults, general health conditions, and the effect of the educational system upon such of these as are modifiable. Thus the early age of retirement in France, the low productivity of China, the frequent holidays of Spain, and the extravagance of the United States, considered by themselves alone, would be conditions tending to limit the educational program; while on the other hand, the thrift of Holland, the long hours of

labor of Germany, and the high degree of productivity of the United States, considered by themselves alone, would have the opposite effect. From the weighing and interlocking of these factors will come in time the answer to the question of how good and how extended an educational system a country can have. It seems reasonable to believe that in general we can pay for our present program, —and with a more equitable distribution of the burden we can probably afford a more extended one; but the time will surely come when the economic limit will be reached and beyond that we dare not go.

DOES MISSOURI NEED BETTER SUPERVISION?

Nora E. Hackley

I have just returned from New Orleans where the Southern Supervisors Convention was held. As I sat there and listened to those addresses and talks I could not help but think of Missouri. When those supervisors and superintendents told of the work they are doing in Louisiana, North Carolina, Kentucky, Alabama, as well as many other states and even our Baby State Oklahoma I could not help but wish for some one to make a comparison and go back home and tell the men who run the money part of our state how far behind other states is our Educational System.

They are "carrying on" in the work of supervision in other States while we in Missouri with only our five District Supervisors for the whole state are doing nothing but inspection and that only partially. When I look back over the work I tried to do in Missouri, after having worked here in one county, I think how foolish I was to think that I did very much good for those teachers. There are always some who are alive and wide awake who may have taken a few suggestions home with them. Like a bright child they will learn in spite of every thing. But the other teachers those who

need help said, "Well, she will never know whether I use her methods or not, then why should I change my method, it is the easiest, so what difference does it make."

I believe as those educators at the convention said "Training teachers in Service is the greatest work in the world, but if we are to do it as it should be done then we are going to have to stay on the job every minute."

Now for just a peep into what we are trying to do in Baldwin county, Alabama. In the first place this county has never had supervision before, so we set up objectives to work to this winter. We are trying to make better readers, we want better discipline, cleaner school rooms, more supervised play. In fact we are working at every phase of school work but those named have received the most attention up to the present time.

Although this county is the largest in the United States with a few exceptions in Texas, there are only forty-three schools, which range from one room to schools with thirteen teachers in the elementary grades. Most of the schools of this county are divided on the six-day plan. We have the county divided

into five districts. Because of the Extension courses in the county, we have to select the Saturdays on which these courses are not given for our meetings. We have had a meeting for each group of the Elementary Division including the first three grades. Every teacher was present. At this meeting Demonstration Lessons were taught and problems were discussed. The teachers seemed reluctant to go even when the time was up. Besides these Primary meetings we have held regular Demonstration Meetings for all of the teachers at the regular centers, and we have started the group meetings for the upper grades. In the spring we are going to have another all day meeting for all the teachers.

Besides these meetings I have visited every teacher three times and many of them more often than that. If some of the teachers are having trouble with their reading or discipline I visit those schools every few weeks. We send to each teacher each month a little paper full of suggestions for their school work. As I make my visits I try to take notes on things most needed by the teachers, then I hunt up all the material I can find on those subjects and send it to them in the next paper. We are now working on an Activity Day. Literary work, athletics and subject matter will be stressed. It is very much like the District Meets that are held in Missouri each spring.

I have watched my county superintendent Mr. Tharp this winter in the numerous duties he has to perform and I find that when his administrative work is finished he has time for nothing else, also he has a full time office helper, since this is true then how can the County Superintendents of Missouri who have all of the administrative work as well as supervision to do, be able to accomplish anything. It cannot be done regardless of how hard they work.

One of the speakers at the convention suggested that we should have short

courses for our legislators and board members in order that they might be informed as to what other states are doing along the lines of supervision and the great need for it. An experiment was worked out in Louisiana, whereby it was proved that children in the supervised parishes improved four months above the non supervised parishes or counties in education. That also in the supervised parishes their failures were only 11.4% while in the other parishes it was 29.3%. And each year they have had supervision, education has increased and their failures have decreased.

Alabama not only has a supervisor for the counties, but also a Regional Supervisor for each Normal District, and, of course, a State Supervisor.

Baldwin County where I work has a County Superintendent, Supervisor, Welfare Worker, besides a doctor, and a nurse to look after its schools.

Many of Missouri's Superintendents are doing many things for the improvement of their schools, take for example last summer at the August Plan Meetings Mr. Kay entertained his teachers and I shall never forget that Royal entertainment, the business men of Osceola gave Mr. Ray Evans' teachers. I think they neglected nothing from the entertainment part down to the "eats." Mr. Blackburn wrote me he is trying Home Coming Days in some of his schools and it has been a success so far. I am sure there are other superintendents who are doing all they can to get a friendly relation between patrons and teachers and along with this if there could only be a supervisor for these counties to help patrons and teachers it would not be long until Missouri would fall in line with other states and would help its Educational Program by providing a supervisor for every county in the state.



The Rate of Social Changes in American Society

By Guy V. Price.

THE IDEA of a static world, stable and unchanging, was challenged by the rapid changes induced by the world war. Now that the war is ten years in the background the rate of changes in American life seems to have speeded up. In fact, changes have been coming with a varying rate of speed since the beginnings of the Industrial Revolution in the middle of the eighteenth century. Prior to that time changes were infrequent, but at the present time far-reaching discoveries and inventions have become so common that they do not receive much attention. But mechanical changes have social effects. The origins of most of the social changes lie in new inventions and in scientific discoveries. Lord Bacon thought that the greatest inventions in history up to his time were the inventions of printing the compass, and gunpowder. But the basis of change was laid in the foundation of universities and in the growth of modern science.

In spite of the general readiness in America to welcome changes some demonstrations are in order to realize the rate of change. Some light is thrown on the situation by the fact that in 1927 the Patent Office issued 41,731 patents. Along about 1836 the Commissioner of Patents thought it desirable to close the Patent Office because he believed that all original ideas had been exploited but since that time several millions of patents have been issued. But the list of patents hardly discloses the momentum of discovery. The patent list does not include discoveries in the fields of education, statistics, or business management or in medicine. During the past year (1927) there was announced the isolation of the bacillus of measles, a curative anti-toxin for erysipelas, and a cure for pernicious anemia. The making of synthetic rubber on a commercial basis was again announced and corn stalks were used experimentally as a source of cellulose for paper and artificial silk. The Bell Telephone Laboratories have demonstrated that it is possible to see by wire-television. A new type of loud speaker giving out sounds 300 times as loud as the older type was invented. Radio-telephonic service between United States and England was established. Aerial express on five routes and passenger air lines spanning the nation were inaugurated in 1927. Microphone burglar alarms have been constructed. These are only a few of a bewildering variety of scientific inventions and discoveries.

Changes are obviously occurring with respect to our population. The population of the United States has grown from 4,000,000, at the time of the adoption of the Constitution, to a reliable estimate of 118,000,000 on January 1, 1928. The birth rate declined but in 1927 there was also a low death rate, due ap-

parently to the falling off in the rate of deaths due to pneumonia and influenza. Migration from the farms to the cities continues but at a somewhat slower rate than in preceding years. The total farm population in the United States is now estimated by the Bureau of Agricultural Economics to be 27,795,000 or but 23.4 of our total of 118,000,000. Yet this continued reduction of the farm population has been accompanied by such abundant production that prices for farm products have remained rather low.

During Mr. Roosevelt's administration the Conservation Movement took on significance, and increasing production and population have put into a new perspective the relation of natural resources to social progress. The growth of the mining industry is a good illustration of what Henry Adams called the Law of Acceleration.* Clarence King, a close friend of Adams, and head of the geological survey, es-

*The Education of Henry Adams, pp. 488-498. Adams believed that every ten years the industrial output doubled.

timated, about fifty years ago, that the annual yield of the mining industry would reach a money value of a billion dollars. His prophecy came true in less than twenty years and in 1920 it reached a total of seven billions. Problems of better utilization of our great natural resources have recently won attention, as evidenced in the wide discussion of Muscle Shoals, Boulder Dam, and Mississippi Flood control. The proposal to carry into completion these engineering projects grips the imagination. The dependence of our civilization upon natural resources is so obvious as not to require argument. The basis of American prosperity rests not on inventive genius, managerial ability, or even intensive salesmanship, but on Mother Nature.* We are

*George Otis Smith, in American Journal of Sociology, July, 1928.

prosperous now, but if we do not conserve our resources the next generations will either perish or have a lowered standard of living.

As a result of changes in transportation and communication a new mobility has come about. The more familiar instruments of communication, such as the railroad, the telegraph, and the newspaper are still important; but the telephone, the automobile, the motion picture, the radio and the aeroplane, appear as factors inducing changes in the social order. These agencies have been more widely developed in the United States than elsewhere and if as John Dewey says, "Society exists in communication," an increase in the means of communication accelerates social change. One student of rural life has asserted that "rural free delivery, the telephone, the automobile, good roads and the radio" have, since 1900, revolutionized agriculture more than all its previous history.

The matter of social control or direction to these changes creates the basic problem of education, of the press, of the pulpit, of political parties, and of government.

Crime has been studied more closely in recent months. The Missouri Crime Survey, 1926, has furnished a guide to other states. New York and Illinois have attacked the problem and commissions for the studies of crime have been set up in many states. The relation of social change to crime needs more study. It is the opinion of some students that crime is correlated with social change, especially with the break up of the small family groups where individual personal contacts were more important and the massing of people in urban centers. The same changes have also affected religious organizations and, what is more important, the thought-patterns and the ethical standards.

An extraordinary expansion of education continues, based essentially on the phenomenal increase of wealth and income. Education has been characterized by an acute interest in the curriculum and an endeavor to make education more adequate for the new conditions of existence. The problem of education as well as that of religion has occasioned some writers to assert that we have a "cultural lag," namely that the ideal expressions of life and effort have not kept pace with the material development. In the end, however, the two coincide, ideal and material growth. Professor Ogburn, the chief proponent of this idea says: "Concerning the question of whether in modern times the initiation of the vast cultural changes lies more largely with the material culture or with the non-material cul-

ture, it should be recalled that there are a great many changes occurring in material culture because of inventions."

But after all, are not inventions projections of thought, that is non-material culture? Are they not dependent on the general state of technology? However, the issue of the relative importance may be decided, the effort to control the new technology for human social good increases. Capitalism with which has been associated the idea of machine civilization is capable of modification and is being changed under criticism.* The growth of the

*Further suggestion as to modification of capitalism are made by C. A. Beard, in *Harpers Magazine*, August, 1928 in an article, "Is Western Civilization in Danger?" labor movement, of labor banks, of industrial councils, and of the tastes of consumers are all agencies modifying capitalism. Ideals of public service also operate to modify industry. Government is being conceived as a vast agency for good. The process of adjusting the American governmental machine to the greatly increased burden placed upon it takes up a large share of the time of legislatures and students of government.

International relations have assumed a larger place in the news items and in popular discussion. Foreign policy cannot be dissociated from foreign trade and investments. The outlawry of war, now a matter of practical policies in the Kellogg Treaties, was a conspicuous gain. The response of the world to the idea has been most gratifying, indicating that an adjustment is being reached between the traditions of the fathers regarding isolation and the practical requirements of the situation.

TEACHING SCHOOL

THERE isn't much money in teaching school—

I turn with a longing glance
From the fluffs and frills that a girl might wear

And a book's an extravagance.
But the air blows with grass new-mown,
And the children bend to their task;
Hearts to open and minds to lead—

What more could a teacher ask?
The room is small and the light is poor,
And there's chalk dust over the floor;
But future citizens come and go

Each day through my open door;
There's a glimpse of green from the neighboring trees

And a glint of the water's blue—

Oh, Maker of Money and Lover of Ease,

I wouldn't exchange with you.

There are piles of papers to mark in red,

There are problems that numb the brain,

But what is defeat when each shining dawn

Brings the will to begin again?

A flag floats high from the schoolyard pole

And, maybe, I'm just a fool,

But of all the tasks that the world could give

I'm glad that I'm teaching school.

—Dorothy Allen, in *Oregon Educational Review*.

Since June 1, 1927 the Missouri State Teachers Association Group Insurance Contract has been the means of having paid to the dependents of Missouri teachers \$64,000.00 in death claims. Every claim has been paid promptly and without question. On page 157 is an application blank. You should help in this work and at the same time protect your loved ones or your estate.

AROUND AND ABOUT

THE SWISS Women Teachers' Home near Bern, Switzerland is entertainingly described by Miss Lilli Schmildi of Portland, Oregon, in the December number of the Oregon Education Journal. It is a beautifully located, imposing structure which serves as a combined vacation retreat and home for retired teachers. The movement for this home was begun eighteen years ago from the sale of waste paper.

The Illinois State Teachers Association is recommending that corporation taxes and income taxes be levied to the end that the State may assume a larger share in the support of education.

F. von Borgersrode, speaking recently before the North Dakota Education Association said that no good cause can be served by using percentage equivalents for marks in expressing the grade of students. He calls attention to the fact that Starch has demonstrated that most people are unable to distinguish differences with finer discrimination than is afforded by five point intervals on a 100 point percentage scale. He suggests that for purpose of averaging each letter may be given a figure equivalent, i. e., A, 3; B, 2; C, 1; D, 0; F, -1.

And now Ben Franklin is given credit for having introduced the broom into America. The National Broom Manufacturers Association says that an old diary shows that a woman acquaintance of Franklin sent him from India a whisk broom with the seeds of the broom corn. The broom served as a model and the seeds produced the material.

Unfit for the Legislature

Newton D. Baker, former Secretary of War, recites the following story to illustrate the need for adult education.

A candidate for the legislature addressing an audience of farmers declared that his opponent was unfit to hold the office he sought because he was a college graduate.

A few hours later, his opponent publicly denied this charge. His accuser declared that he had seen what appeared to be a

college diploma framed and hanging on the wall of his opponent's living room. The rival candidate denied this fact and produced the document which turned out to be a certificate of membership in a lodge.

Why Study Latin

New York State Education, devotes several pages to "Why Teach Latin in High School?" The discussion is a symposium from supervisors, teachers and students of Latin. A supervisor says, "Latin will promote logical thinking." A teacher says, "When the problems of to-day can be grasped and settled without reference to the past, and when our ideals of character and conduct require no knowledge of the gropings and victories of our forerunners on this evolving globe, then and then only may any race cease to study the language of the civilization from which it derived its own." A pupil says "It helps me to understand the prayerbook better."

Statistics of the Regents examination show that Latin in New York has made absolute gains since 1918 and that it has held its own relatively.

Wisconsin Against Propaganda in Schools

The Wisconsin Teachers Association adopted at a recent meeting a resolution which is in part as follows: "Religious, political, and commercial propaganda have no place in our schools and the policy and efforts of any agency to use the schools for such purposes should be and is condemned."

College Girls on Factory Jobs

The Survey of December fifteenth describes the experiences of twenty-four college girls, representing twenty-one colleges and universities, who last summer spent six weeks working as unskilled laborers in Chicago industries in order that they might have a background for the interpretation of their courses in economics, sociology and labor problems. One of the predominating questions in the minds of these young ladies at the close of the experiment was, "What right have I to quit my job, go home, return to school, and live as I do?"

A MODERN CITY HIGH SCHOOL WITH A HUMAN SIDE

By Victor H. Kirk

A SLY SMILE crept across the countenance of my friend after he had been told that there is a human side to the great city institution where graduates are turned out by the hundred every year.

"Why," he exclaimed after discovering that the statement was made in a serious vein, "you hardly have time to know any of those hundreds you turn out in the cold business world twice a year."

But that gentleman had yet to visit one of the wonderful "machines," as they are called in certain circles. He had long been accustomed to a town of but a few thousand population, where each teacher is acquainted with almost every parent and all the students.

It would be a rather difficult task for one man to become really acquainted with almost three thousand high school students in the course of approximately two hundred days of the school year. But that is not the plan in this institution.

Of each class which enters the school, the newest of the five great St. Louis high schools, small percentages will become drifters and drop out of the running each semester. The class has settled down in its seventh semester to those who in all probability will finish. Then is when, at Beaumont High School, we begin to get close personalities of our people.

But let me tell you something of this institution and its people. In January of 1926, Principal Wilbur N. Fuller and about 1200 students from old Yeatman High School, several blocks away, moved into the newest and finest of our high schools. It was a keen problem to solve, organization of a new institution, a new faculty, infinite new detail and hundreds more of students.

In much less than a month it was a full swing, 45 class-rooms crowded to the limit with 3000 students, 96 teachers and a Patron's Association all pushing to the limit.

"But," was the cold question by my cynical friend, "was there no confusion, and did you have no trouble in getting all those folks started?"

Of course there was trouble. There was worry. But the worry came long before the students arrived. It probably added a few grey hairs to the head of the man responsible for the success of the school. However, on the appointed day, when the hordes of youngsters came for their final classification, there was no confusion. There was a minimum of trouble.

Each teacher had a definite duty to perform. That duty was done. It is the spirit of Beaumont High School. It is carried out in the most minute detail of our work. It is the personality of the man, Wilbur N. Fuller, that "puts it across." How he does it, hardly anyone can say. All we know, is when there is something to be done, commands are not necessary.

One walks up a corridor, preoccupied with his own little troubles. A hand slips through his arm. A friendly smile greets him. It is Wilbur N. Fuller, the principal. In the midst of a discussion of totally foreign matter, a brief statement is made of something that needs doing. It is done immediately.

It is the spirit of Beaumont.

And to say that this is confined to teachers would be slighting the far-reaching effects of Principal Fuller's way of doing business. A student is just as likely to feel that kindly hand, and to see that smile and cheery voice.

It was in 1904 when a raw University of Michigan graduate came to St. Louis. He landed a job in old Yeatman High School. He was about the lowest in rank of any city teacher. He was indeed much in need of being "cityfied," according to some who knew him then.

But way back in that family of Fullers there was a determiner which carried on and on, through generations of them. It remained in a dormant state for many

years. It found its way into the being of this man. It made him THE Fuller of all that family. It was there, although not in easy evidence when he arrived in St. Louis. It was born in him to make him a "somebody." It pushed him, perhaps despite himself, up through the ranks of teachers. In the spring of 1923 recognition came.

After terms as assistant principal of old Yeatman High School, he was made principal. He was in his element as an administrator. It was the determiner carried down to him by other generations of Fullers. It will carry him further.

But on first glimpse of those cold appearing blue-grey eyes, one does not quite grasp the fullness of character that is behind them. One is then intrigued by the full and very sensitive lips that greet one with such a kindly smile. The nose is full formed and carries the same indication of determination that one finds in a solidly built chin.

We guess it is that winning smile that entirely captures students as they come in contact with the man. A disciplinary case taken to Principal Fuller's office has a real view of the man in it. The student so taken, will come away with new vigor, a new attitude toward school and teachers, and a determination to do the right thing. And he seldom fails.

This principal once told a rather uncouth teacher to take his hands out of his trouser pockets. Now that remark, from any other man, would have aroused immediate ire in that teacher. But again, it was the winning way of the man that convinced him of a better way to appear before students.

And it is this man that has made this immense and throbbing high school the proudest institution in this old and somewhat famous city. It is his Board of Education that is pleased when it is announced Beaumont has the lowest cost per pupil of any high school in the city—but it is the parent who is happy to have his child in the school where there is real relationship between the institution and the student.

But there is yet another side to the man. Among his duties while a teacher in Yeatman, were those of coaching athletic teams. And he made successes of them all. Now a principal, far above the coaching side, he is at every game on the bench with his coaches—lending his effort to success.

On Saturdays he is on the golf course, beating every one of his teachers. And while at golf he shows his real character. It is clear-cut, clean and well worth the trust of a great city board of education that he is in charge of a modern high school that has its real human side.

THE TEACHER'S CODE

D. H. Cook, Philadelphia, Pa.

I am MOTHER of my children, and I try to train their minds and morals and to love them as my own.

I am FATHER of my boys and girls, and I watch, guard, and help them over the hard places.

I am PREACHER without creed, and I lead my children "beside the still waters."

I am TEACHER of youth, that they may feel and know what has been and is to be.

I am SERVANT of the State, and I shall fulfill my obligation to pupils, parents, and

community, without fear or favor, except before God and Country.

I pray for guidance that I may lead; for strength that I may sustain; for wisdom that I may teach.

I give thanks for the opportunity that is mine to serve my children whom the homes of my country entrust to my keeping.

God grant me Grace and Gratitude,
And give me Faith and attitude
To Love and Lead, to Preach and Teach,
To Serve in all, while serving each.

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"LOUDER! I CAN'T HEAR"

Garry Cleveland Myers
Head, Division Parent Education
Cleveland College, Western Reserve University

IN NEARLY EVERY schoolroom are a few children whose speech is hardly audible ten feet away from them. Time after time the teacher begs or orders such children to speak louder. These "meek voiced" pupils are found in every grade; perhaps there are about as many of them in the senior high school as in the kindergarten.

Aside from the annoyance to the teacher from the timid speech of pupils is the tremendous loss of time and effort to her and to the children. If she cannot hear the child and asks him to repeat, the time consumed is almost doubled. The child who must repeat is annoyed and the other children bored. The teacher, who generally can guess pretty well what the child will say, may hear the reciting pupil when his classmates do not. In that event, most of them grow listless. One of the major causes of mind-wandering and inattention by school children is the low, indistinct speech by children who recite.

The timid child comes to think of his recitation as a dialogue with the teacher who is a good lip-reader. As he becomes aware that he is not being heard he feels that what he is doing does not amount to much. He gets added feelings of inferiority. It is his suffering, indeed, which is back of all his difficulties. He speaks so lowly just because of personality fears.

His fears disturb his breathing. He does not breathe deeply enough to blow the "wind" with sufficient force over his vocal cords to make good loud sounds. Whom does this child fear? He fears his comrades chiefly, fears that they will smile or laugh at him, fears that they will think him stupid, fears that they or his teacher will hurt his feelings and humiliate him. The very presence and success of his classmates may overwhelm him. He has about the same kind of fear which makes it almost impossible for a shy child of three or four to shake hands or to speak to strangers.

When the teacher tells the shy child in the classroom "to speak up" she only

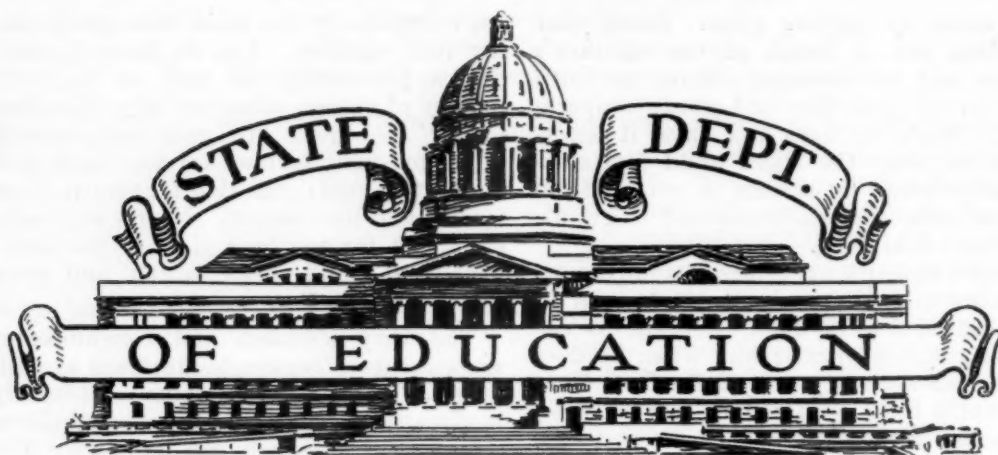
fering more intense as he tries to speak loud enough to be heard; she instills more fear in him. These fears inhibit his respiration, cause him to take short choppy breaths, compelling him to talk less audibly. If the teacher, growing impatient, speaks harshly to such a child, or if she shames him or ridicules him; if she makes a remark which causes the pupil's classmates to laugh at him; she makes his suffering more intense as he tries to speak. She, in short, causes him to talk more inaudibly. What the teacher does in her attempt to help the child who speaks so low as hardly to be heard in class, is the very thing which keeps the child from overcoming this difficulty.

Don't call "Louder, louder" to the child. Say nothing, do nothing, listen patiently. Don't scold or shame the child. Don't tell him that you know he can speak louder if he tries; don't tell him you cannot understand why his voice rings so loudly in the halls or on the playground. You should not reveal your ignorance in such a position. You ought to know why. The child speaks loudly and distinctly on the playground because he feels comfortable there. There he can succeed: he feels that he is somebody; he has something to say; he has no personality fears of the sort from which he suffered in the classroom.

Get closer to the child; be more human with him; make him feel at ease in your presence. Before school and at recess create an atmosphere in which he will want to come to you to tell you of the things which interest him most. When he knows that you care for him he will tell you about his home and home folk, about the intimate events which happen in his family. Help him to adjust himself to his classmates at play and to have some opportunities to express himself and to win approval from them. In school hours also be human with him. Make all your pupils comfortable. Strive to cultivate in them such consideration for one another that when one child attempts to recite all others

The way, then, to train children to speak in class so as to be heard by all their classmates is to remove from the classroom all factors which arouse personality fears. Help the pupil to feel at ease. Help him to have something to say. Then leave the rest to him.

\$1,000.00	Policy costs	\$ 7.00	annually.
\$2,000.00	Policy costs	\$13.00	annually.
\$3,000.00	Policy costs	\$19.00	annually.
\$4,000.00	Policy costs	\$25.00	annually.
\$5,000.00	Policy costs	\$31.00	annually.



DEPARTMENT OF RURAL SCHOOLS

Rural School News from Different Sections of the State

FOR THE NEXT few months the rural section of that part of the School and Community given to the State Department of Education will be devoted to the rural school activities in the five teachers college districts in the state. This month, the section features the activities of county superintendents and teachers in Southwest Missouri. The material is furnished through the courtesy of Miss Cora E. Morris, Rural Supervisor for Southwest Missouri district, and several of the county superintendents.

Art in the County Superintendent's Office

RECENTLY we visited a county superintendent's office in the southwest district that gave us an inspiration. It was "a thing of beauty and a joy forever", a place in which one might work in peace and comfort. The walls were a warm tan with two or three good prints in color properly hung. The books were straight on the shelves. The work on the superintendent's desk—and there was lots of it—had a business like arrangement. There was a fern on a small stand by the window and on the superintendent's desk a basket of bitter-sweet.

It was evident that this county superintendent is sold to the idea of art education. It is an example of a person who believes in art. The superintendent, consciously, is using art in everyday life. Certainly it is an advantage to him to create in his office an atmosphere of efficiency and orderly arrangement and beauty. Here is a distinct art problem, for the same principles of art are used in decorating the superintendent's office that are used in making a painting of any other kind of design.

The first problem in design is to decide what the IDEA is to be. In this case the idea of the superintendent's office is a work room, a place for conferences, dignified yet not formidable, the heart of the rural schools of the county. It should look the part. Nothing should violate the harmony of this idea.

The walls should be quiet back-grounds, light buff with cream ceiling is best.

If pictures are used, they should be simply framed and hung with two straight, parallel wires from picture moulding or with an invisible hanging, near the eye level.

If there is a bulletin board the notices should be arranged in an orderly way.

With the right thought for art, or design, the county superintendent's office is a most satisfactory room, expressing, as he or she must wish it to do, the true spirit of the county school system. Art is an index to Character.

—Cora E. Morris, Rural Supervisor Southwest Missouri District.

THE USE OF FREE MATERIAL

WRIGHT COUNTY rural schools, like many others, are far from having adequate libraries. In order to partially meet the problem, the county superintendent, last year put on a campaign for the use of Free Material. He tabulated every source of available material which could be obtained and sent to the teachers. In order to create interest and to show the teachers that much worth while material could be obtained in this way, an exhibit of Free Material at the August Plan Meeting was planned. Cash prizes amounting to \$10 were offered.

The exhibits made showed a great wealth of material suitable for carrying out the State Course of Study. The subjects for which most

valuable material was shown, were History, Health, Geography, and Agriculture. These exhibits aroused a great deal of interest among the teachers and visitors and as a result, practically every teacher in the county is using Free Material of some kind.

The material was obtained from insurance companies, live stock breeders associations, and manufacturing companies. Three teachers were appointed to judge the exhibits and were instructed to judge them from the standpoint of usefulness in carrying out the State Courses of Study.

BOOK EXHIBITS TO GUIDE PARENTS

AN ATTRACTIVE display of books, magazines, playground equipment and other items of interest to parents and teachers of the county has been arranged in one corner of the office of L. H. Coward, county superintendent of schools, by Mrs. Coward, who is president of the Green County Parent-Teacher council.

The foundation for the display was laid last fall at a pre-school county meeting at Sequiota, at which time the county council was organized. It was the third such organization in the state. Mrs. Charles T. Fort, well-known parent-teacher worker and rural organizer for this county, was largely responsible for the organization of the county unit.

Contained in the exhibit are more than 150 books recommended for children, child welfare magazines, mothers' magazines, children's magazines, schoolroom pictures, primary busy work and seat work and playground sets for the rural schools.

The books contained in the library are suggested for children from the first to fourth grades. Among them are stories of folk lore, myths, legends, fireside stories, children's poems, nature stories, geographical stories, Bible stories and many other primary books for the little folk.

In arranging the display Mrs. Coward and Mrs. Fort received the cooperation of all local representatives of the various book publishers who furnished samples of their best books for the library. Mr. E. M. Carter of Columbia, secretary of the state association, also was active in supplying and recommending suitable books for the exhibit.

Mrs. Coward refers to the department of the county superintendent's office as the P. T. A. corner as it also contains all the various forms of literature for that school auxiliary.

An invitation has been extended to all members of the association as well as other parents and teachers to inspect the display at any time. Mrs. Coward said that she will be glad to supply any information she can to those wishing it.

"Those interested in obtaining any of the books or other matter for their children, either for the school library or for the home, can do so through the local dealers or by ordering direct," she said. "We wish it made clear that we are not selling the books and care not

where or from whom, teachers or parents obtain them. We are vitally interested in the welfare of the school children of the county, who may be largely influenced by the books they read.

—From Springfield Leader.

THE INCREASED USE OF TALKING MACHINES IN BARTON COUNTY RURAL SCHOOLS

IT HAS BEEN our great good fortune and pleasure, the past three years, to have Miss Rose Goddard, of the Victor Talking Machine Company, with us, at our August Plan Meetings, to give two periods during the day to music appreciation.

Miss Goddard proved to be a joy and an inspiration to every one present. Each teacher, resolved to go back to her school room, to make an effort in some way to get a talking machine, and then to try to do just as nearly as she could to be another Rose Goddard in putting the smile into education.

Previous to her coming there was not a talking machine, to my knowledge in our rural schools, and very few in our grade schools.

The second year we invited the school boards to meet with the teachers to see and hear for themselves just what might be done with a talking machine along educational lines. They came, they saw and were conquered. Our boards are now just as enthusiastic as our teachers and our boys and girls.

Our teachers are doing very good work, using the machines, not only for their setting-up exercise, but for folk games, singing, nature study, reading and literature.

Last year more interest than ever was taken in the music program. Teachers had found by actual experience what a most excellent thing was a talking machine in the school room.

Today we have fifty-four machines in our rural schools with prospects of several more before the year closes.

Our goal is to have one in every rural school, and one for each of the grades.

A good many teachers bought the twenty-six selections for nine dollars, as outlined by Miss Goddard.

We think the time is now ripe for the very definite program we are to have for the next three years. We are sure good and lasting benefits will be derived from it.

—By Rene Mayer, County Superintendent.

POLK COUNTY 4-H CLUB WORK

POLK COUNTY WAS the leading 4-H Club in Missouri last year. This achievement was made possible by the efficient leadership of their District Agent, Mr. Wendell Holman, the County Superintendent of Schools, Miss Dessa Manuel, and the cooperation of the rural teachers, pupils and parents. There were more than fifty organized 4-H Clubs. Twenty-three clubs had 100% of their members complete their projects. Thirty-six clubs has 80% or more members complete their

projects. Out of a total of four hundred twenty-two members enrolled, three hundred thirty-four completed their work and received their achievement pins.

The State Director of 4-H Club work, Mr. T. T. Martin, Miss Lois Martin, clothing specialist, and Miss Margaret Huston assisted the District Agent and the county superintendent in conducting the county achievement programs in April and July.

The Pollyanna Garment Making I Club of Marion C. Early Consolidated School won second place at the State 4-H Club "Round Up" at Columbia in demonstration and judging work.

The District Agent sent an exhibit to the State Fair. The County received many premiums on their exhibits.

There are more than fifty 4-H Clubs in the county at present. These include, Calf Club, Poultry Club, Supper Club, Health and First Aid Clubs, Young Housekeepers Club, Stock Judging Clubs and Garment Making I and II Clubs.

The rural teachers are the leaders of most of the clubs, but some of them are under the leadership of some interested patron in the district.

The present District Agent, B. K. Miller, the leaders and the club members are working to accomplish more in 1929 than they accomplished in 1928.

4-H CLUB WORK

There is much discussion of the conditions in many of the rural districts and many educators are interested in trying to find a solution for the rural education problem. Discussions, research work, and sympathy do not take the place of actually going out in the communities to help the rural boys and girls. Of course, we try to impress on the boys and the girls the importance of an education, and then we sit idly by and expect the legislature to bring about a miraculous solution of our rural problems.

If we expect to see changes in our rural sections, we must begin with the boys and girls. One of our greatest opportunities at the present time is to encourage 4-H Club work. 4-H Club work properly carried on will develop rural leadership, community pride, ambition and self-reliance and teach rural cooperation. The organization work gives the members actual practice in conducting business and social meetings. The chosen project is worked out under the direction of a competent leader and demonstrates to the community the best practices in home economics and in agriculture. The school districts which have interested 4-H Club members and wide awake leaders usually have a good community spirit and an active interest in the regular school work. The community pride is shown when a large crowd is present at the local achievement program to see and to hear the achievements of the 4-H Clubs. This meeting is usually held in the school house and is one of the best community meetings

held during the school year. The county achievement day and its full program is the big day of the year. Many of the 4-H Club members and leaders go home with a greater determination to do more and better work for the next year.

Since we all agree that the rural boys and girls are not getting a square deal in the educational field, can we not encourage them in their 4-H Club work, and in the works of the national 4-H Club motto, help them "To Make the Best Better"?

—By Dessa Manuel, County Superintendent of Polk County.

WINNING AT THE STATE FAIR AT SEDALIA

FOR A NUMBER of years Vernon County has been sending an exhibit from the rural and village schools to the State Fair at Sedalia.

We have been very successful in making this work pay, not only the good the children get from the work, but the premiums have amounted to enough that the schools have funds to purchase material for the next year's work and buy some little things to improve the school.

In this county the county fair association has been kind enough to allow the schools of the county \$100 as premium money on a county school exhibit. At the close of school, the fair work is brought to the county superintendent's office by the various teachers. Here the work is classified, labeled and got in readiness for the fair. The past two years the county fair has been held before the State Fair. We put the work up at the county fair and then pack up at the close of the county fair. We are then already for the State Fair. We start the fair work during the August Plan Meeting. Teachers who are in the same position know what work they will take up for the year.

Certain subjects we stress more than others. For instance, penmanship. We urge all schools to enter in this work, note book work, free hand drawing, map drawing, composition work are other things that we stress. Sewing is another line of work that the girls and some boys are very much interested in. Another class of work that we think is excellent for the boys and girls is wood work, making things that can be used in the home, or models of various things that are used on the farms. These models give the children the idea of how various things, such as hen houses, brooder houses, feed racks and such things should be made.

As to the time used for this work, for the penmanship, drawing and such, we use the regular class period for this type of work. For the sewing and wood work, we use Friday afternoon for this work usually after recess.

We have found this arrangement to be very satisfactory with both pupils and parents.

The one thing that we are striving to do is to get all the schools to send in some work. The great value of this kind of work it seems

to us is to get as many schools interested as possible and send some their work to Sedalia. The State Department seems to have the same idea as they are requiring that at least 25% of the schools in the county be represented before the county can be eligible to compete for the best county exhibit.

We, in Vernon County, think this work worth while and would like to see many other counties with exhibits at the State Fair next August.

—By R. V. Holmes, County Superintendent of Schools, Vernon County.

A RURAL HARMONICA CLUB

WEST CAMPBELL DISTRICT, near Mountain Grove, Wright County, is fortunate in having a wide awake teacher, who believes in teaching something beside, "readin', ritin' and rithmetic". She has organized a Harmonica Club, with about fifteen members that are the delight of their community.

The teacher, Miss Hilma Lindholm, is also fortunate in having a live P. T. A. organization. The fact that they have put a piano in the school this year, shows that their community appreciates music and wishes its refining influence to help mold the character of their children.

—Jonah Long, County Superintendent of Wright County.

REMODELING OLD BUILDINGS INTO MORE DESIRABLE ONES

SOME OF THE NEWTON County rural school buildings are being remodeled into more desirable buildings. Through the co-operation of school boards, teachers and county superintendent better lighting has been secured in several schools by moving windows and putting in more glass.

The county superintendent urges the regular plan of having the light come from the back and left of the pupils. Other conditions permitting he asks that the seats be placed facing the north in order that directions will be easier in the use of maps.

The following rural schools have been remodeled this year:

No. 10 Cawyer, Teacher, Miss Velma Carter.

No. 21 Spring Valley, Teacher, Miss Thelma Sutton.

No. 41 Warren Branch, Teacher, Miss Martha Walker.

No. 67 Belfast, Teacher, Mrs. May Brannick.

No. 78 Wanda, Teachers, Mr. Wayne Ellis and Miss Virgie Stephenson.

—By Roy Scantlin County Superintendent of Newton County.

Pickups from the Cleveland Convention

SATURDAY Morning of February 22 looked like advance guard of a Missouri State Convention at the Statler Hotel in Cleveland. Secretary E. M. Carter was everywhere looking after the convenience of the Missouri people, most of whom were stopping at this place. Crowded conditions and a bungling convention committee came near offsetting the reputation of the Statler Hotel for its usual efficiency, but patience on the part of both guests and hotel managers finally overcame the confusion and most of the people were properly taken care of.

Sunday was a quiet day. Vesper services at the Public Auditorium being the chief attraction. Whether Cleveland has nothing to show or whether she regards herself as being too metropolitan to be interested in showing herself to visitors, we do not know, but she very effectively kept folks from seeing anything.

She has however great convention facilities. Her auditorium is without a superior and her annex furnishes an ideal place for exhibits.

Incidentally the exhibits were the greatest ever, both in extent and arrangement. Their magnitude can be somewhat imagined from the facts that the exhibit space was sold by the Management of the Department of Superintendence for nearly \$50,000, and contained two-hundred-fifty booths.

Missourians were in evidence here as elsewhere. The Laidlaw Brothers who have become extensive publishers, with former Supt. J. N. Crocker at the booth, D. W. Clayton at the Little Brown and Company exhibit, Geo. F. Nardin with Houghton Mifflin's, Mr. Johnson and J. E. Kinhead with the Webster Publishing Company, D. E. Neale with Lyons and Carnahan, were among those to be seen at the booths.

St. Louis county, always well represented at these meetings, was out in full force; Supt. Banks was called home early on account of illness in his family, but Bracken, Gore, Hoech, Bush, See, Tillman, Richmond and others took in the meetings throughout the week.

THE MISSOURI LUNCHEON

The Missouri Luncheon on Monday gave evidence of Missouri's large representation at the convention, one hundred seventy being present. Former Missourians were numerous at this luncheon. The Toastmaster, Dean M. G. Neale, confined the brief speeches to these former residents of our State, which gave the impression to some that most of those present had found better places than Missouri. Miss Kathryn Spangler who arranged the menu for the luncheon received many congratulations for the good taste she used and for the knowledge of Missourians' appetites which she displayed. The index of the official program re-

vealed that Missourians and former-Missourians were playing a non-inconsiderable part in the functions of the meeting. The following are some of those whose names are thus among the honor roll of the nation; Horace M. Buckley, E. M. Carter, E. B. Cauthorn, W. W. Charters, J. H. Coursault, S. E. Davis, Geo. W. Diemer, F. P. Graves, Jos. M. Gwinn, Mrs. Marie Turner Harvey, Uel W. Lamkin, W. H. Martin, Geo. Melcher, M. G. Neale, L. A. Peckstein, Shelton Phelps, C. A. Phillips, L. B. Sipple, A. L. Threlkeld, Frank M. Underwood, T. J. Walker, and Jno. W. Withers.

Of course we were proud to have President Lamkin prominently in the forefront. His position as president of the N. E. A. reflected more than a little glory on the entire delegation, and the presence of his estimable wife added grace to glory.

THE ITTNER DINNER

Speaking of men and wives reminds us, tho we needed no reminder of the elegant dinner given to some hundred or more convention visitors by Architect Wm. B. Ittner and the gracious Mrs. Ittner. The occasion was the thirtieth anniversary of his work in school architecture and the guests were those for whom Mr. Ittner has rendered some professional service. He has been a real contributor to American education through his planning of efficient, comfortable, beautiful and substantial school buildings. The school men at the banquet expressed their appreciation of his services by presenting to him and Mrs. Ittner a beautiful mantel clock.

NOTES FROM EMINENT ADDRESSES

Dean Wm. F. Russell of the Teachers College of Columbia University speaking on Character Education said "Character is not merely a matter of importance, it is the outstanding end of our education. To the degree that we achieve it, we succeed; to the degree that it eludes our grasp, in that measure we fail." He said "Character is not a matter of conduct alone. A man may act right as a result of habit, accident or force of circumstances. Nor is it a matter of right attitude alone. A man may have the highest ideals and principles only to act very differently. Only when he has developed within himself something that is sensitive to right and wrong and has accustomed himself to act accordingly, can he be relied upon to respond to new and trying circumstances as a trustworthy man should. This is character and responsibilities are heaped upon such a man. People seek his advice, his fellow man is safe, he is neither a moral philosopher remote from life, nor an opportunist bending to the varying will of popular opinion. In the deep rocks of right ideals and conduct his character anchors him fast against the tide of easy acquiescence to customary tradition." The speaker complimented the school masters of Eton and Rugby for picking children from good homes and giving them schooling inside of the building

and education outside in the play fields. Here in the United States he said, it has taken a century to grant this opportunity for schooling to all our pupils. He wonders how long it will take us to extend this opportunity for education.

Prof. W. C. Bagley speaking on the subject of Character Education pointed out the influences of modern civilization which tend to break down the moral fibre of the people. Among these he mentioned the short hours of labor, the mobility of our population and the danger of the over-emphasizing of so-called progressive education which allows children to do as they please on the false theory of developing personality. He made a strong plea for freedom thru discipline.

Former Commissioner of Education, John J. Tigert said "that in the development of character ethics should be supplemented by religion. This particular function belongs to the church but should be supplemented by the efforts of the school so far as possible." He called attention to the practice now in vogue in many schools of dismissing pupils from school in order that they might receive religious instruction under the auspices of the church. He quoted the French philosopher Amiel as follows:

"Christianity brings and preaches salvation by the conversion of the will, humanism by the emancipation of the mind. One attacks the heart, the other the brain. Both wish to enable man to reach his ideal. But the ideal differs, if not by its content, at least by the disposition of its content, by the predominance and sovereignty given to this for that inner power. For one, the mind is an organ of the soul; for the other, the soul is an inferior state of the mind; the one wishes to enlighten by making better; the other to make better by enlightening; it is the difference between Socrates and Jesus."

Dr. J. H. Coursault of the University of Missouri speaking on the Practical Necessity and Validity of the Philosophy of Education said, "the philosophy of education is man-made, a product of human thinking, a necessary practical invention to overcome certain fundamental difficulties in educational procedure." While science is a well established court for whatever conflicts its methods can overcome, philosophy is the court of last appeal of settlement of educational difficulties. Just as science assumes the uniformity of nature, so philosophy assumes the harmony and unity of valid education.

Professor John Dewey, Columbia University speaking on the subject of Waste Thru Lack of Coordination of the Units of American Education said "the elimination of waste, due to breaks and duplications in the joining together of various portions of school systems depends upon consideration of the process of growth, physical, psychological and moral. Different

powers ripen at different rates, and the development of each capacity as it manifests itself should result in achievements which then become tools in the maturing of power. Waste in education results in failure to observe these principles." He deplored the tendency to justify existing divisions of the school into separate units, the absence of a sufficient variety of teachers in the early grades and the failure to adapt the teaching of early school years to the normal activities and experiences of the pupil. Instead of the uniform four abreast treatment of school subjects he favored alternate periods of concentration and remission.

Professor S. E. Davis speaking on the subject of Selective Teacher Training said institutions cannot afford to send out candidates for teaching positions equipped with pedagogue but ignorant in the subjects that they are expected to teach. A course in the teaching of geography or method in teaching geography begins nowhere and ends in the same place for the student who is ignorant of the subject itself.

Professor G. W. Diemer of Teachers College, Kansas City said the crying need of today is the Mark Hopkins type of teacher who can bring out of the latent possibilities of the child the finest things in terms of character or useful living. No argument is necessary to thinking men and women that only the very finest and very capable should be teachers in our schools.

Ross L. Finney of the University of Minnesota speaking on the Professional Education of Educators said "this education is lopsided due to the false analogy and therefore pernicious in ultimate consequences to civilization." There is the ambition to develop in education a body of specialized knowledge as is found in other professions, namely, medicine, but the speciality of each profession has its major and minor parts. In education the minor speciality has been taken for the total. Speciality for education is unlike other professions, not like them. The major stock in trade is not special at all but as broad as the field of human knowledge epitomized in the curriculum. What if medical schools devoted themselves largely to the technique of managing offices and administering clinics and hospitals. He said "to the educator, society is the patient, the intellectual stock in trade of civilization is *materia medica*, the curriculum is the prescription. To prescribe, doctors must

know society, its institutions, trends and problems. He must know the intelligent stock in trade of civilization, its parts and uses, and their inter-relationships, otherwise the prescription may kill the patient."

Educators are running not merely the schools of today but the world tomorrow. They must not know only the schools, therefore, but the world as well. The school is the steering gear of democratic society. Obsessed with the steering wheel, educators tend to lose sight of the road. The fetish of specialization is *bella donna* in their eyes. The sequel of civilization is liable to be the ditch.

THE CLASSROOM TEACHER

Contributed by Nell E. Lain, Kansas City, Mo.

The classroom teacher is coming into a realization of her vital place in the system and is making every effort to broaden her contacts in such a way that she will be able to fill even more efficiently her honored position in education.

This was evidenced at the dinner of the Classroom Department. Having previously urged all classroom teachers to suggest topics that would be of the greatest value to the group, Mrs. Joynes, President of the Department selected the most popular suggestions and provided an extremely entertaining and profitable program.

There are "wastes in education" that need the serious attention of teachers and our professionally minded Miss Adair has gleaned a list of such unnecessary wastes that can be eliminated to a greater or less degree and encouraged us to lend our aid:

1. The use of the time of a professionally trained teacher for making mechanical tabulations that could be well done by less highly trained workers.
2. The great human waste of trying to force boys and girls to accomplish impossible tasks.
3. The waste of giving tests to aid in adjusting the training to the child and doing nothing about it.
4. The waste of placing teachers to suit a salary schedule and not for their happiness and the good of the children.
5. The waste of encouraging "credit-itis" by requiring experienced teachers to study unrelated and uninteresting subjects.

Dr. Uel Lamkin, President of the N. E. A., said that the N. E. A. endorsed and prompted those movements that tended toward making more desirable conditions for the teachers, thus also securing more efficient service.



Different Destinations

A group of workmen were discussing the origin of man. One of the party remained silent, when a companion turned to him and demanded his opinion.

"I ain't goin' to say," he replied doggedly. "I remember as 'ow Henry Green and me threshed that out once before, and it's settled as far as I am concerned."

"But what conclusion did you come to?"

The other swallowed a couple of mouthfuls and leaned back with a sigh of content.

"Well," he said slowly, "we didn't arrive at the same conclusion, no, we didn't. Henry, he arrived at the 'orspital an' me at the police station."—Answers, London.

When Is a Hook Not a Hook?

A New York City school teacher tells about a little boy whose coat was so difficult to fasten that she went to his assistance. As she tugged at the hook she asked:—

"Did your mother hook this coat for you?"

"No," was the astounding reply, "she bought it."

—From Children, the Magazine for Parents

Or Postponed

"I wants to be procrastinated at de next corner," said Uncle Rastus to the street car conductor.

"You want to be—what?"

"Look in de dictionary, sah! 'Procrastinate, to put off.' Dat's what I mean."

—Jabberwock.

The Boss Gives Orders

Professor—"See here, my man, who in the devil told you to plant all that new shrubbery in my front yard?"

Gardener—"Why, your wife, of course."

Professor—"Mighty pretty, isn't it?"

—Wabash Caveman.

What Price Zyzze?

"What were Webster's last yords?"

"Zymosis, zymotic, zymurgy."

—Pennsylvania Punch Bowl.

Good For Tommy

One day a teacher asked one of her pupils: "Is there anything you can do better than anyone else?"

"Yes," replied Tommy, "I can read my own writing."

—Journal of Education.

No One to Advise Him

Policeman—"How did the accident happen?"

Motorist—"My wife fell asleep in the back seat."—Life.

Its Start

"When was the radio first operated in America?"

"When Paul Revere broadcast on one plug."

—Dension Flamingo.

Two of a Pair

A passenger on a New York and Chicago limited train, looking under his berth in the morning, found one black shoe and one tan. He called the porter's attention to the error.

The porter searched his head in bewilderment.

"Wel, ef dat don't beat all," he said. "Dat's de second time dis mawnin' dat mistake's happened."

—Journal of Education.

Familiar

Guide—"This, sir, is the Leaning Tower of Pisa."

American Tourist—"Pisa? Let me think. No, that doesn't sound like the name of the contractor who built my garage, but it looks like his work!"—Life.

Gawa Ta

A charming young lady from Ga.,
When dancing would try to re-Wa.,
With cunningest smiles
And stunningest wiles
And by leaning invitingly Ta.

Both Embarrassed

Biggs: "I called on Mable last night and I wasn't any more than inside the house before her mother asked me my intentions."

The Lowly Animal

Daughter (having just received a new mink coat from father): "What I don't see is how such a wonderful fur can come from such a low, sneaking beast."

Father: "I don't ask for thanks, dear, but I really insist on respect."

Figuratively Speaking

Small Boy: "What is 'college-bred,' pop?"

Pop (with son in college): "They make college bred, my boy, from the flour of youth and the dough of old age."

—West Point Pointer.

THE HILL BILLY BUNNIES.

FLUFFY GOES TO SCHOOL.

By Ella Booher.

RAIN, rain, rain! The sky was the color of lead and for three days the Hill Billies had stayed in their house.

Pa and Ma Bunny talked for hours about what good times they had had when they were young. They enjoyed their talk so much that they did not mind the rain!

Poor Fluffy Hill Billy Bunny was as lonesome as she could be. Every little while she went to the door and looked out, each time hoping that she would see the sun.

Each time she was disappointed.

Bobby, Fatty, and Tootsie had gone on a journey before it began to rain and of course there was no use to look for them back until the rain stopped.

"I'm going to bed and stay until it stops raining, if it is a week," Fluffy said after a trip to the door.

"You'll be pretty hungry at the end of a week," Pa Bunny chuckled.

Fluffy did not answer but curled herself up in her nest.

She dreamed that the sun came out from behind the clouds and was shining brightly. In the dream, she and her brothers were in a garden where grew all of the things which Bunnies like to eat.

"Sakes alive!" Ma Bunny cried as she shook and shook the sleeping Fluffy. "Wake up! Wake up! It has stopped raining!"

"The sun is too hot!" Fluffy said without opening her eyes.

She thought it was a part of her dream and the sun in that dream garden was hot!

"Sun?" Ma Bunny cried in disgust. "What is the matter with you? Why I declare! The child is still asleep!"

Then she shook Fluffy until she opened her eyes.

"Has it stopped raining?" Fluffy asked sleepily.

"Well I should think it has," Ma Bunny said. "It is morning and there isn't a dry spot in the holler!"

"Dear me! I'm hungry!" Fluffy said stretching and yawning. "I am going out to get some breakfast."

"That will be fine," Ma Bunny agreed.

Fluffy left the house and went up the holler. At each step her feet went squash, squash, in the soaked ground.

It certainly was a gray day and Fluffy wandered on until she was at the top of the ridge. She was not going to any certain place. She was just too restless to stay in doors.

As she stood by the side of the road she saw two children coming on their way to school. The boy was carrying a great, dripping umbrella and a bundle of books. The girl had a basket of lunch.

"They're on their way to school," Fluffy thought as she watched them trudge by.

The school house was in a corner of the next field. Fluffy and her brothers had passed it often and she had always wondered how it looked on the inside and what the children did there.

This rainy morning she decided to find out. So she waited until the children were quite a distance ahead and then she followed.

When the boy and girl reached the school house they cleaned their feet on the scraper and opened the door.

As they passed in Fluffy saw a pretty girl put the lunch basket on a shelf and help the children take off their wet wraps.

"She's almost as pretty as the girl who made our pictures," Fluffy thought.

There was no one about so the curious little Hill Billy hopped to the door to look in. The children had not closed it and just as Fluffy stuck her head into the crack she heard a noise behind her and before she thought what she was doing she found herself inside the school house!

The door was at the back of the room so neither the teacher nor the children saw the scared little rabbit who stood for a moment shivering there before she spied a hiding place behind the bucket of coal in the corner!

For some time she enjoyed herself by peering from her hiding place and watching the teacher and the children. Then the teacher said something to a boy and he started toward the corner where Fluffy was hidden.

Poor Fluffy's heart almost stopped beating! The boy stooped to pick up the bucket and saw her.

"Miss Kate!" he cried, "Miss Kate! Here is a bunny hiding behind the bucket!"

Miss Kate came and took the trembling Fluffy from his hands.

"You poor Bunny!" she said as she smoothed Fluffy's fur. "Don't be frightened! We won't hurt you!"

Then she took Fluffy to the front of the room and placed her on her desk.

Miss Kate told the children some things about Bunnies and then they told her what they knew about them.

Fluffy was not afraid after Miss Kate began to talk to the children.

They wrote a story about the little rabbit they had found in their school room and at last they drew her picture.

They treated Fluffy as a guest and she had a delightful time.

Lunch time was best of all for then Miss Kate said, "We have a guest for dinner, children, and she likes apples."

It seemed that every child had an apple and wanted to give Fluffy a bite!

That evening when they were ready to go home a boy raised his hand.

"Miss Kate," he said, "I know where our Bunny lives. She is a Hill Billy Bunny and lives over in Big Spring 'Holler'."

"I'm glad we know where she lives," Miss Kate said. "We will all go a part of the way with her on her way home."

When Fluffy left Miss Kate and the children at the fence she was very proud and happy for she had had a lovely day and was anxious to get home to tell Ma Bunny about her wonderful day at school.

ITEMS of INTEREST

SUPERINTENDENT DAVID HOPKINS OF ST. JOSEPH BECOMES CONGRESSMAN FOR THE FOURTH CONGRESSIONAL DISTRICT

DAVID HOPKINS superintendent of schools of St. Joseph was elected to Congress on the fifth of February.

He is thirty-one years of age and has had a rather remarkable career. Last Summer he finished work for his Masters Degree in the University of Missouri, having been elected



Hon. David Hopkins

to the superintendency of the St. Joseph schools last spring. He had worked his way to his A. B. Degree in the University of Iowa.

Since 1922 he has been in the St. Joseph school system entering it as coach and teacher of commercial subjects. In 1924 he was promoted to vice-principal of the Central High School. In 1926 he became Dean of the Junior College. In 1928 he became Superintendent, being one of the youngest the men ever elevated to such a position in a city of St. Joseph's size.

Mr. Hopkins has risen by his own merit; industry, a pleasing personality, loyalty to his

superiors, consideration for his constituency, a high sense of responsibility to his tasks are some of the characteristics that have caused his rise in the profession. He carries the same traits to his duties in statecraft and we predict such a recognition of them as has marked his career as a schoolman.

A BIG ACCOMPLISHMENT In A LITTLE SCHOOL

Willard E. Moyes, from the Union Star high school won the National Every Pupil Scholarship contest in Physics conducted by the Kansas State Teachers College of Emporia. Young Moyes, ranked in the highest one per cent of 5,380 pupils contesting.

A total of 840 pupils contested and the class from Union Star made a median grade excelled by only fifteen per cent of the entire group.

David C. Grove is the superintendent of this school and also the teacher of Physics.

RELIGIOUS EDUCATION ASSOCIATION

Meets in Des Moines, April 3, 4 and 5.

The central theme of the Program will be, "Character Education a Community Responsibility."

Actual experience will be the basis of the program. People who are putting theory into practice in unusual field projects, or who are making outstanding surveys and researches, will contribute from their experience the data which will underlie both the formal statements and the discussions. Very few set speeches will be made.

Parents, teachers, ministers, laymen, judges, newspaper men, social workers, movie operators . . . are being called upon. Administrators and research leaders from churches, Christian associations, universities, playgrounds, and homes will pool resources in order to discover an adequate philosophy of character and the best methods and means for cooperation in their common task.

A "Steering Committee" will plan for each session in terms of what has gone before, and will provide summaries from time to time. This will permit the program to grow from hour to hour rather than follow pre-determined schedules.

(Cont'd on page 180.)



Getting there ahead of the trouble

DURING the afternoon of March 17, 1928, an alarm bell rang in a telephone test station. This meant that a puncture had been made in the air-tight sheath of a busy inter-city cable. The men on duty knew that the injury was somewhere within 50 miles.

Highly developed locating devices were instantly applied and in sixty-five minutes the trouble spot was located. By 7.15 in the evening, before the break in the sheath had affected service on any of the 248 pairs of wires in the cable, the repairs had been made without one conversation being interrupted. This special alarm system is one of the many mechanical and electrical wonders developed by Bell System engineers to guard telephone conversations.

Automatic warning signals, electrical locating devices, constant testing of all switchboard apparatus and circuits—these are some of the ceaseless efforts that so effectively reduced interruptions to service on Bell lines in 1928. There is no standing still in the Bell System.

**"THE TELEPHONE BOOKS ARE THE DIRECTORY
OF THE NATION"**

SOUTHWESTERN BELL TELEPHONE COMPANY



AMERICAN AND EUROPEAN EDUCATIONAL SYSTEMS

By Thomas Alexander

Teachers College, Columbia University, New York.

ORDINARILY I spend the time of such an event as this in discussing the advantages of European schools over the American schools. I do it for the simple reason that I wish to impress upon American school men and teachers the advantages along some lines which the European schools hold over ours. This morning I wish to begin, not with the discussion of the advantage of European schools over American schools, but rather with a pro-American speech, or you might say, pointing out some points wherein the American schools have decided advantages over European schools.

Yesterday afternoon we heard from Dr. Lippman that here in America we were cursed with self-satisfaction or self-complacency. I don't know exactly where Mr. Lippman has been spending his time in the last ten or fifteen years, but certainly it hasn't been in the American schools nor at any of the association meetings, or individual speeches in association meetings, or district meetings, or teachers' meetings. I know the American teacher is not self-satisfied nor complacent. Every summer about fifty thousand American teachers go to Europe, trying to learn something more to teach the children at home. This summer, under the direction of the Prussian government, there was taken abroad fifteen hundred American teachers who wished to study the Prussian system and come back home and teach American children. No complacency I can find among American teachers with reference to the schools. That certainly must be among newspaper people; certainly not among school people.

I am not so despondent as Mr. Lippman was yesterday about the progress of Democracy. I want to mention it very emphatically this morning. Democracy has not lost ground the last twenty-five years but gained ground. It makes fine newspaper articles and magazine articles to write about the deterioration and disintegration of Democracy, but nothing more than that.

Russia today is more democratic than it was twenty-five years ago. It isn't fully democratic. Italy never was democratic; France didn't have a democratic system; Spain didn't have a democratic system. In those countries you do not find democracy in its purest sense, of course, but Democracy never had made any headway in those countries to any great extent.

Germany is today possibly the purest example of Democracy in the world. It wasn't a Democracy twenty-five years ago. England has made progress in Democracy. In this country we have made progress in Democracy, and it is folly to announce from the platform of intelligent American teachers that Democracy is on the retreat. It isn't so at all. This country today offers more opportunity for democratic government than ever before. Our recent election is proof that the United States as a community is closer together than the Colonies were at the time of 1620, 1635 and 1640. It is easier to know what is going on this morning, this afternoon, from one coast to the other, than it was in knowing what was going on in East Massachusetts from West Massachusetts in 1620, 1635 or 1640. Democracy then is not on the retreat.

Let me call your attention to another fact which has not been mentioned in your presence this week. In no other country in this world did we have a revolution in the last fifteen or twenty years when revolution was so easy, in which there was a sound elementary school system. Not a single country! Where did revolution take place? In Turkey, in China and in Russia. There was no revolution in Germany, in no sense of the word. Germany changed government overnight, with practically no blood-shed whatever, for the simple reason she had a sound elementary education. There was no revolution in England, and none in the United States, nor will there be any for many years to come in countries where elementary schools are certainly and thoroughly established.

So in those points of interpretation I do differ greatly with Dr. Lippman, editor of the New York World. I recommend he get out in his Flivver and study education in the United States and see how democratic we are. There are some who live too close to the sidewalks of New York to know what is going on. (Laughter) As a matter of fact, a number of New Yorkers last week lost a lot of money because they didn't know the country as well. (Applause)

Now I want to repeat again, please, that I am not trying this morning to belittle European schools. I spend fully half of my time studying European school systems for the purpose of bringing home to American teachers and educators things of value. I do want to point out for our benefit here this morning, before I begin with the other side of my talk, certain things which are true about American schools.

There was a report published by the Carnegie Foundation, for the benefit of teachers, by Dr. Larned, called "The Quality of the Teaching Processes in the United States and in Europe," in which he set forth at length the advantages of the European secondary school as compared with the American secondary school. That report has been very widely circulated in this country and also in Europe, much to the detriment of the American school. I am not at all afraid Dr. Larned's report, widely circulated as it has been, will have any lasting effect, if any at all, upon American education. That is the typical effect of reports of that type. The report was written by a group of men whom I might say are European-minded,—educated in Europe and haven't forgotten that education.

The Carnegie Foundation then took upon itself the task of criticising the secondary American school, not constructively particularly, but holding up the European secondary school as the pattern for the American school. Dr. Larned in his report is accurate as to his facts. I taught in German secondary schools and visited schools abroad and have no quarrel with the statements of fact in his report, but no single major statement with reference to American education in his report, to my mind, is sound at all. It goes to show you can take the same facts and interpret them in a very different way.

In the first place, any comparison made of the European secondary schools and the American secondary schools must keep in mind the only fair basis of comparison: What is the purpose of secondary education in Europe, and what is the purpose of secondary education in the United States? A school that might be effective in Europe with one purpose in mind would not necessarily be effective in the United States.

The purpose of the secondary school in Europe, it is true in England, possibly in Russia in its new form, is to train intellectual leaders. Is to train intellectual leaders. It has no other purpose at all.

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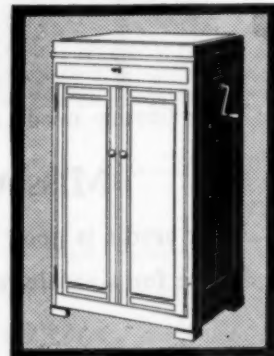


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About five per cent of the boys and girls of the European countries of the ages of ten to eighteen are in secondary schools. In the United States today we have about fifty-five per cent of our boys and girls of the ages from ten to eighteen in some form of education. In other words, we believe in sending our boys and girls to high school. Europe definitely denounces that plan. They say: "We do not intend to send all boys and girls of our countries to secondary schools; they are not fit for it. We don't want that done."

So you see any comparison made of the European and American secondary schools with reference to the points of instruction is eminently unfair because you are comparing in one country five or ten per cent. of the best economically situated children with practically all of our boys and girls in this country, both black and white.

Dr. Larned in his first premise is absolutely unsound and I don't want to say unfair intentionally but certainly unfair in effect when he tries to compare the results obtained in Germany secondary schools and the French secondary schools and English with what we accomplish in the American secondary schools because the problem is entirely different. And that point must be kept in mind when you compare the two situations.

In the first place, I have taught in German secondary schools, and in Turkish secondary schools, and have observed a number of other countries in Europe, and I find that the boy

and girl finishing the European secondary school has acquired more facts than the American boy or girl of the same age. But, remember, it is definitely announced, both in Europe and America, the acquisition of facts indicates a better education. I am so often asked by teachers in discussing American and European secondary schools: "Does the European secondary school turn out a better product?" With reference to subject matter, yes. The boys of the secondary schools of Europe know more mathematics, more history and chemistry than the American boys or girls of the secondary schools, but I haven't said, and don't intend to say until convinced of it by more observation, that the German, or French secondary boy or girl is better educated than our American boy or girl.

"What do you mean?" Illustrate it in one or two ways. When I was teaching in Germany in 1914-1915, one afternoon I heard a hammering in the hall outside of my door. I went out and looked up and here was the mother of the household on a step-ladder, try-lady then, I presume, of about sixty years of age, or fifty-five years of age—about that I think—and I said to her, "Mrs. Warner, what are you trying to do?"

She said, "I am putting this nail in the wall."

I said to her, "Where is Fritz?"—her oldest son. "Why can't he put that nail in the wall for you?"

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"Oh!" she said, "Fritz is a gentleman. He goes to the secondary school; he is not supposed to drive nails in the wall."

I said, "Let me have that hammer. I will show you how an American secondary school teacher drives nails in a wall."

Being from Kirksville, naturally I had had some experience in driving nails before I got to the University and became a University subject

Last year I had an apartment in Berlin and had a maid who took care of the house while I was out working, took care of the house, washing, cooking and so on. Got rather tired of the food, naturally, in Europe. You know you get tired of the food however good it may be. So I decided we would have some fried chicken. Now chicken never has been fried in Germany, so far as I know, until that time. That is something they don't do. So I said to Lena, "I would like very much to have some fried chicken." And I tried to explain it in German, but I have no technical expression in German for fried chicken; don't know any today for that matter, and couldn't succeed very well. I said, "Lena, I will show you how to make some fried chicken."

I had had some experience in cooking and went ahead and killed the chicken. That is the first shock Lena had. Stepped on the chicken's head, pulled it off, and that of course was very horrible and brutal to her. And I cleaned the chicken, and cooked it. It wasn't very long until she could fry better chicken than I could. That, of course, comes back to the art of teaching. I just showed her one time—that was sufficient. She became very fond of fried chicken—any good German would be if it was once cooked for them. But when I first proposed preparing the fried chicken, she said, "My employer, who is a teacher in the secondary school, he doesn't know anything about cuisine; he doesn't know how to cook; his education is along different lines."

So you see education in the German secondary school is in this direction: purely for intellectual pursuits. The only thing it attempts. It is impracticable, and no more fits our American citizens than the education of the Indians possibly did.

This same gentleman to whom I referred a moment ago, came to New York last year to lecture on "Education in Germany"; lectured all over the question, telling us how to run our schools. He came to New York, and before he got landed, before he was off the boat, he had lost his passport, he had lost his luggage, lost his typewriter, and if it hadn't been for my wife who is not a University graduate, but a College graduate, he never would have gotten on land safely. He couldn't hire a taxicab; couldn't buy a railroad ticket; and finally my office boy, who was a high school boy, had to take him down and put him on the boat and send him home. A nice fellow, a prince of a fellow, charming in his home, a delightful host, but as impractical as anything you can imagine.

That has been my experience with the graduates of the German secondary school, the French secondary schools as well. There are exceptions of course, but I am merely emphasizing that point to show the difference between what they are trying to do and what we are trying to do.

The German secondary school has no manual training; the German secondary school has no home economics for girls. They think home economics, they think manual training and agriculture have no brain building, or mind cultivating qualities whatever. Your child who goes to the secondary school in Germany is supposed to be that type of child who thinks abstractly and can handle concepts abstractly, can handle symbols skilfully, and if he is not able he has no place whatever in that school.

So when you compare the two schools, you must think of the purpose of the American secondary school, and the purpose of the German secondary school. Anyone then who reads Dr. Larned's report and draws from that that the German or French, or English secondary school is the thing we should model after would make a terrific mistake. What would we do in Missouri, for example, or Kansas City, Hannibal, Kirksville, any place you want to go, what would we do with a secondary school graduate such as I mentioned a few minutes ago?

The next thing, the slogan for educational advancement in Europe is: The Open Road for the Capable. This is another doctrine adopted by the Carnegie Foundation. They believe the schools should be closed to all people who do not have minds like theirs, that is academic minds. You hear speeches from Dr. Prichard occasionally in which he sets forth the great waste committed in this country in sending boys and girls to college who aren't fit to go to college. That is the typical European point of view, and for one I am definitely taking my stand against it. The slogan in America isn't: The Open Road for the Capable.

At the age of ten in Europe a child has to decide now, not by his own will as it used to be, but decided by tests and measures of different sorts whether he can go to high school or has to stop in the elementary school. Do we want in Missouri to decide at the age of ten whether a boy can go to high school or the university or not?

So when anyone talks to you about secondary education in Europe you ask them to explain a few of these things. How would that kind of a school function here? What kind of votes on taxes would you get for such a program here in Missouri, for excluding from the fifth grade on up to high school all boys and girls who could not pass some kind of a test on psychology, somehow or other? You wouldn't get many votes on that would you? Not a one. And we should not have. In the first place, it is undemocratic.

Germany has cast aside, possibly, its aristocracy of money and birth, but they are creating now an aristocracy of the intellect, so-called. Intellectual people in Germany today are those who can do higher mathematics, appreciate the fine points of philosophy, who can learn Latin and Greek. The boy who wants to be an artist, the boy who has musical talent has no place in the German secondary school, where those subjects are practically neglected. They are taught but practically neglected.

So keep in mind, then, that the secondary school in Europe, of which I have given one or two examples, is not adaptable to the American continent whatever. Our policy, as I see it, is to educate every single boy and girl in the United States in some sort of secondary education.

Mr. Fisher, who was formerly Secretary of Education in England, has announced in England, after a short visit to this country, that American secondary education is a failure and we cannot afford to send all our boys and girls to high school. There are two or three answers to that which are more or less flippant. The first is if Europe will pay back the money loaned her, we can afford it, and the second thing is, we can afford it because we are affording it, and they can't afford not to but don't know it, and as long as they won't believe what we say, we have that much advantage. Mr. Fisher came to New York two or three years ago and had a conference with Dr. Butler on American education, and from him acquired all of his information, at a luncheon and tea. I don't think he visited a single high school in the country, and Dr. Butler hasn't been in one for thirty years, and I am sure he is just as much mistaken on educational questions as he is on a great many other things I might mention. (Applause) And so this chap from Europe, a very nice gentleman, an honorable man, went back home to Europe and said American elementary school is very fine but the American secondary school is an utter failure, trying to send all of the boys and girls to high school.

Well, down in Tennessee, which is one of the new Republican states now (laughter), I taught there eight years, ten years. In 1902 there wasn't a single public high school outside of Nashville. This last year there were over five hundred secondary schools on the approved list. Now I am positive those schools aren't as well run, as well organized as the best secondary schools in Europe. But, what of it? Think back what this country was one hundred years ago when people criticize our schools. What was here in Kansas City, or in Missouri, any place, in the way of schools? My grandfather bought land, I guess from the Indians—I don't know; bought it from somebody or other—about 1860; some of that land hasn't been plowed even today, up to the present time. There wasn't any school any place within a thousand miles, as far as I know. Oh, there might have been little schools at that time, but not worth mentioning. So

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when Europe criticizes our secondary schools, tell them this, that we are attempting to do a thing which no other country has attempted, to send all of our boys and girls to school as long as that boy or girl wishes to go, free of cost. It is the only experiment. They talk about creative work. There is an item you can put down at the creation of American genius, American intellect, the creation of a school system which opens up to every boy and girl in this country the open road, from the kindergarten to the university, free of cost, as long as he or she can stay in it, or wishes to stay in it. (Applause) Consequently we have more people in the American secondary schools than any other country, than all the other countries in the world combined.

We have now close to five million people in the American secondary schools of the ages of fourteen to eighteen. So far as I can find the figures, all the other countries in the world have in secondary schools, of the ages of ten to eighteen, only about the same number.

He states, "Of course there is nothing in numbers." There is however, something in numbers. It illustrates the principles which we are trying to carry out. Now I know that all secondary schools in this country are not good schools. No argument about that at all with anybody. But the principle is sound and that is the thing of real importance. Look at the progress made in secondary education in this state since 1905 to this time. Within the lifetime of the individuals in this room this morning all this progress has been made.

Now the question is asked: Is the American secondary school boy or girl as well educated as the German? My answer is, "Yes, and better for our situation." For our situation; not for theirs. The American boy of eighteen or nineteen is educated better for life and society than the German boy is, even for German society.

So my answer to Dr. Larned, his criticism of the American schools, is, "The product of the American schools is equally as good as the German, taking a broad point of view, and much better for American purposes." I wouldn't exchange an American high school boy for a German high school boy of German mentality for any reason whatever, simply because the American boy is better for the United States.

That is the first point in the criticism I wish to bring to you this morning.

The next point, and one which is very, very important, Dr. Larned shows in his talk that the American secondary teacher is not as well equipped as the European teacher, and that is true. There is no question about that.

The foreign teacher is educated about as follows:—at the age of six he starts to the elementary school; remains there four or five years, transfers to the secondary school for nine years, goes to the university for an average of eight years, has to practise teaching an average of two. At the age of twenty-seven or twenty-eight years of age he is qualified for appointment in a secondary school.

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That is very different from what we have, and it is different in a good many ways. In the first place, this teacher knows many more things. He has gone to school longer, he has more culture from the point of view of the European school. He would not fit, however, in our situation at all, and doesn't fit into the German situation particularly well, or the French situation. He does fit in an emergency for a certain type of boy or girl. He has a selected kind of school. They have a school for intellectualists, carefully selected for that purpose. And the school selects children for that purpose. So you have there a circle of intellectualists teaching intellectualists. The child with fits of temper, the child with individuality or ideas running in different lines has absolutely no place or no hope in the German or French secondary school.

The teacher then in the European school is better than ours from the point of view of training, but I am not recommending at all the same kind of training, as Dr. Larned did in his report. For us to have a Ph.D. candidate as a seventh grade teacher in every classroom would be almost fatal to our program. I believe in Ph.D. degrees, but I don't believe Ph.D. people who go into a high school should necessarily have the Ph.D. degrees they are now getting in our universities and our departments of education, because we would have, as I see it, the same situation they have in Europe,—the secondary school producing the

Pi Delta Kappa variety. What kind of a high school would we have, honestly speaking, if all of the boys and girls in high school were Pi Delta Kappa material? What would you do with them? I can imagine you would have good marks in mathematics, philosophy, education, and so on, but what kind of a product would that be without we have the rest of the boys and girls shoved off into other educational schools?

I don't want to lead you astray in one thing this morning, and that is this: boys and girls do get secondary training in manual arts in Germany but given in secondary schools. And this is the point I want to give here. We have in this country a unit or school, a school which encompasses all the people in the community. Our high schools in general are cosmopolitan high schools. In the high school you find practically all the subjects of the curriculum. Boys and girls of all classes, all interests, are educated in the same place. In Europe it is very different. The intellectualists are educated in a higher secondary school; the boy works with his hands in a manual training high school; the boy who is an artist in the high school for art education; the boy who is interested in music must go to a music school—an array of differentiation. And the boys and girls in the secondary schools of the classical type look down upon the other boys and girls pretty much as the graduates of

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Harvard University look down upon the graduates of our University here. The boy who works with his hands doesn't have the same educational program offered as the boy who goes to the secondary school. You know the attitude of the Harvard graduate toward the Normal school graduate; you know how twenty years ago the graduate from the University looked down upon the graduate of the Normal School at Kirksville. Some of you have had experience with it. One is educated along the normal school plan; the other the university plan; one is educated on the manual training plan and the other the secondary school plan.

I say that separates the boys and girls along lines of vocational activity. I am definitely opposed to establishing an American high school for vocational education, for vocational training. Now what is my reason for it? In the first place, if we classify people according to vocations, we are going to occasion in our country people being classified according to vocations. The handworker in Europe is the handworker. He goes to the handworker's school; he dies a handworker. He does not transfer to any other class. If he is born of the upper class, he goes to the upper school, the school for the classics, the school for the academic minded, and stays there. If we in this country establish European secondary schools of the character are being established now in some of the larger cities, and vocational schools for boys and girls which are looked down upon by other members of society, we

will bring about those differences which are very undesirable for unity of purpose.

We established not long ago in the South, in North Carolina, a vocational technical junior high school and a vocational technical senior high school. The people refused to go to them, not because the instruction wasn't good, not because they didn't want technical work; simply because they refused to be classified as technical workers.

Fisher in England actually had the same thing. They established industrial schools for industrial workers, and the people would not go to them because they said, "We don't want to be industrialized at this age. We have industry enough in our lives, from birth on, and we refuse to attend an industrial school."

The greatest factor we have in American life is the united school. With this illustration I wish to close. In Europe, and in Germany particularly, the people are not united, in France they are not, and in Russia they are not; they aren't in England. They are classified according to vocation, according to religion, according to politics. When athletic teams are organized in Berlin, they are not organized according to the best players; they are organized along political lines and vocational lines. The elementary schools are organized along religious lines. On this corner you find a Catholic elementary school, and the next corner a Protestant school. In the next village you find a Protestant school for children, a Catholic school for children, very small and inefficient. So you find the Euro-

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pean school system, recommended so highly to us by some friends, dividing the people who have for their portion the bitterness of the struggle between those groups, whether the group is political or religious, very often a combination of the two.

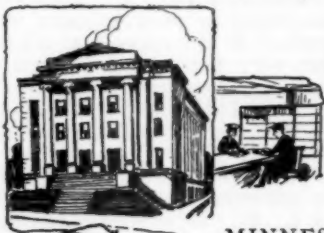
The most disturbing factor in German life today is the struggle between the Catholic church and the Protestant church over the schools. I know it is a dangerous subject to discuss or even mention in America, the question of religion, but the situation in Germany today is about this: the Catholic church and the Lutheran church are desirous of having the schools organized on a confessional or sectarian basis. Not merely that in the school shall be taught the Catholic religion, along with other subjects, excusing the boy from one class to go to religious instruction, but they want all the life of the school, from the bottom up, organized from the point of view of the Catholic church, or the Lutheran church. That danger confronts us today in this country, and those groups in our country today who set themselves aside to educate themselves outside of our public school system have only themselves to blame if they are looked upon with suspicion and distrust by the great body of American people.

Now I admit anyone's right to start any kind of a school he wants to, so long as the teachers are well equipped, well trained, but I

do think it is extremely unpatriotic and unwise to do so. Lots of rights we have no right to exercise at all, and that is one of them.

Imagine now what would happen in this country if we would have on this corner a Catholic elementary school, on that corner a Baptist elementary school, and on another corner a Methodist elementary school, and on still another a Presbyterian elementary school. In the first place, you would not have a good school system; in the second place, you would set the Catholic children against the Methodist, the Baptist against the Presbyterian, and so on.

Now I have tried in the few minutes which I have had this morning to point out a few of the weaknesses in the European schools. I have purposely avoided the strong points of the European system, because I wanted to bring to your attention some things which we have in our own country which are strong and valuable. Just one thing I have learned about the foreign school system I want to pass over to you this morning, and that is it is very difficult to transplant from one institution to another. For what reason? Institutions like schools are always the product of the life of the people, the economic, social, political and religious life. Take an institution like the school of Germany, created out of its own life, or that of England, or France, or Russia, and try to transplant it to Texas, or South Carolina, or some place else, in the first



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place it is almost impossible, and the attempt is generally just a waste of time, money and effort.

There are, however, certain principles which we can establish. A principle that is sound can be applied in almost any country. There is one principle this morning which we can apply and that is, educate people according to vocational interest or desire, or according to classifications as they would say. In France today, which is a democracy so-called, the poor people, or the poor working classes, are educated in one kind of school; the upper classes in another kind of school. A boy comes into a lower class school stays there. That principle on which European education is organized is absolutely un-American and cannot find any ground here for growth.

In conclusion, I want to mention just one thing, or two things, in which the European schools have a definite advantage. I will say the German schools, not the European schools. Every teacher in Germany from now on will be educated on a university level. Now, please don't misunderstand that. I didn't say he would be educated at a university, or given a university academic education. He is educated for the purpose which he is to fill in the elementary school, in institutions organized, and especially organized, for training elementary teachers. But the point is, it is raising the standard for elementary and secondary teachers to a point no other country has reached. I don't think we should train elementary teachers as Germany has, but I think we should raise our standards. That is the first thing.

And the last point, which I could make my whole speech on but won't for your benefit because you have two others to listen to this morning, is this: Education is administered more democratically in Europe than here. What I mean by that is this, the teacher in the class room is more individual, has more rights and privileges than the American class room teacher has. One of the most undemocratic things we have is the relation of supervisor and principal to the class room teacher. It applies to universities equally as well as it does to the elementary or secondary schools.

One of the best lessons we can learn from foreign education is the privilege that the class room teacher has to exercise her best judgment to carry on her work, according to her best lights and best knowledge. Very often in our country our teachers are supervised to a point of exhaustion. (Applause) So that I believe the American high school principal, the American secondary or elementary school principal, and the superintendent of schools are to take a different attitude with reference to their positions in this matter. Supervisors ten years ago used to pass out early Monday morning, or every month, statements of what ought to be done in the class room during that week. We have reached a point now it is hard to follow that practice for the simple reason the teacher is now so educated she refuses to submit, in a large sense, to that kind of supervision. The next great change in educational tactics in this country will be in the supervisory process. Our teaching methods have outgrown and outrun our supervising tactics. A supervisor now in a school who goes around an eighth grade or high school trying to supervise a teacher's work finds himself in a very difficult position because he doesn't know enough to supervise the teacher.

I will say, briefly, in Russia and Germany, the two countries which compete with us in educational progress, they have departed from the organization of schools in which the principal and superintendent have the last word. In fact, there are many large cities today without a superintendent in the schools at all that seem to function very nicely, and it certainly is cheaper. I am not recommending that this morning as practical but it is possible. Any elementary school of twenty or thirty teachers can run just as well without a principal as with a principal, if they take charge and run it. A good many teachers aren't used to doing that and don't want to do that. It was not be a wise thing. But large dispensation to the teachers in the organization and administration of the school is bound to come and come with great advantage to the children concerned.

I have very hurriedly touched on four or five points. If I had time or felt like it, or you felt like it, I could spend four or five hours talking about the strong points of the Euro-

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pean school, but I am not one of these Americans believes everything American is wrong; everything European is right; nor do I think the reverse is true. There are many things in Germany to be learned, many things in Russia to be learned by American teachers. This last spring we had a group of German educators in this country visiting schools. They said: "We didn't realize American schools were so far ahead as they are. You haven't anything to learn from Germany."

I said, "That isn't so." I said, "We have much to learn in Germany and Russia." They had never heard of a consolidated rural school; couldn't understand the term. They have old schools in Germany, and one of the movements in Germany now today is to work out some plan something like the consolidation of the rural schools and give the boys and girls a better education, such as we have in America.

The American library, such as you heard described this morning, was a revelation to these German teachers. The Director of the Library came to me last spring and said, "I have heard about the American school and American library."

I said, "Yes, you have German libraries." It takes you two days to get a book. In Germany you go down to that library, send in your card, and go back the next day and see if you can get the book, and then probably come back the next day. I said, "You go down to the library. Try 42d and Fifth Avenue." We went in and it took him three minutes to get the book he wanted.

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He said, "That is something else I can take back to Germany."

Whether we like it or not, America is in a position today of educational influence in many countries in the world. In the last four months there have been four books published in Germany on American Education. Next summer on the Rhine which is a very nice place to be in the summer time, I have organized a conference of American Education at the request of the Prussian government. Now when Germany, which is one of the four leading countries in Europe, commences to take an interest in our schools, we can't be all wrong. They don't come over here to study and look at our schools for nothing. What nations in Europe come? Russia and Germany, occasionally an Englishman. Frenchmen won't come; he won the war. The Italian won't come; I don't know what he did. But the Germans watch us very closely and our competitors in Europe today and our best friends, possibly, are the Germans, and if you want to learn anything about European education, I advise you to go to Germany and Russia rather than France and England. They are not democracies; don't know anything about democratic education.

At the same time I have tried to build up a hope this morning we are not entirely wrong in American education. But I want to say this morning, since I am supposed to say something about European education, many of the reports about European schools are extremely unfair to American education. It doesn't do any harm to talk about European education because they are lulled in the feeling their schools are better than ours and the only people who aren't lulled very much are the Germans. (Applause).

ITEMS OF INTEREST

(Cont'd)

PROFESSOR COOPER HONORED

Professor A. H. Cooper, Director of Extension for the State Teachers College at Maryville was elected president of the National Teachers College Extension Association at its meeting in Cleveland at the time of the meeting of the Department of Superintendence.

At this meeting Professor Cooper reported on a study that he had made for this Association on "The Teaching Load and Salary of Resident Faculty Members Doing Extension Work." Among other things this study disclosed the following facts: That the tendency is to have the extension teaching done by resident faculty members with extra pay for this work; that it is not the general practice to lighten the residence load of such teachers.



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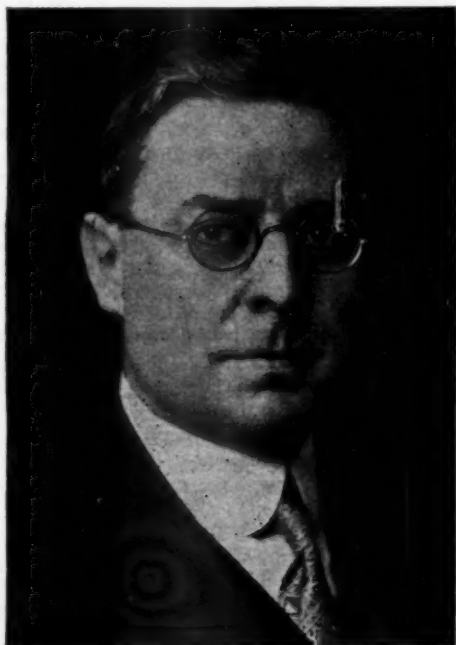
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Dr. Wm. John Cooper, U. S. Commissioner of Education.

W. J. COOPER APPOINTED NEW COMMISSIONER OF EDUCATION

After remaining vacant for several months, the post of Commissioner of Education has been filled by the appointment to this office of William John Cooper, State Superintendent of Public Instruction in California since 1927. Dr. Cooper comes to his new position well qualified for the work through varied professional experience. For a number of years he taught in California high schools, and more recently was successively superintendent of schools in Piedmont, Fresno and San Diego. Besides B.

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A. and M. A. degrees from the University of California, the new Commissioner holds the LL. D. degree from Whittier College. He is a firm believer in teachers' professional organizations and a life member of the National Education Association.

Consolidated rural schools have been appearing in the United States to take the place of groups of one-teacher schools at the rate of 1,000 a year during the past decade. This statement is made by the Department of the Interior as a result of studies recently made by the United States Bureau of Education.

A widespread sentiment in favor of the centralized school, the Bureau says, has grown up during the past 25 years. It has been nearly a hundred years, it continues, since Horace Mann, in his vigorous campaign for educational improvement in Massachusetts, called attention to the weaknesses of the one-room schools. The argument has been advanced that one teacher with all grades cannot be expected to accomplish results equal to those made possible by the specialization of the well-graded school; that one-room schools are usually taught by the least trained and youngest teachers; that the percentage of attendance in one-teacher schools is far below that of grade schools; and that the social advantages offered by larger schools give them a superiority in training pupils for life that cannot be reached by small schools.

THE SCHOOLS OF ALASKA

Today Alaska has 95 schools which give instruction in the usual subjects of the common schools; also such industrial training as the supplies at hand and local conditions permit.

According to a recent report of the United States Commissioner of Education to the Secretary of the Interior, the work of the Alaskan schools is closely related to the village life in Alaska; the school republic becomes the village council; the school gardens become the village gardens; the girls in the cooking class become the bread bakers for the village; the clean-up of the school grounds becomes the village clean-up; the teacher of physiology and hygiene becomes the sanitary engineer for the village; and the schoolboy who is sent to the reindeer herd as an apprentice, in four years becomes the owner of a herd, the supporter of his family, and a future leader of his people.

Of these 95 schools, three are industrial boarding schools, located at White Mountain, Kanakanak, and at Eklutna—all strategic points—covering all sections of the Territory, except the southeast, for which a new school is planned. The purpose of these schools is to offer native boys and girls specialized instruction of an industrial nature for which the ordinary day school is not equipped; and to give training, encouragement, and help to exceptional young people that they may better cope with the peculiar conditions under which they

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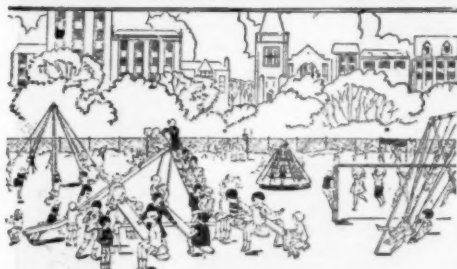
R. A. Turner, U. S. Field Agt. 4-H Club Work of Central States, and other specialists prepared this chart. T. T. Martin, State Club leader of Missouri, says:

"I wish that the school authorities of Missouri, who purchase charts, would secure this chart in their collection. I believe Mr. Turner has made the best outline of 4-H Club Work for all the states that has ever been made."

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Emphasis is placed on the promotion of native industries, health and sanitation, and morality, in addition to the elementary subjects taught. Utilization of Alaska's food supply is an important part of the courses. The boys study problems in connection with the reindeer industry, methods of preparing reindeer meat for cold storage and for the market, cannery processes of the fishing industry, and the growing of fruits and vegetables. A tannery course includes the curing of skins for use as fur clothing and for leather. The carving of ivory for use as buttons, beads, carving sets, and handles for knives and forks is also taught. Standard elementary instruction in commercial work is designed to train the natives as typists, stenographers, clerks, and managers of their cooperative stores. Because of the urgent need of better housing conditions among Alaskans, carpentry courses are considered especially important.

The girls are taught sewing, cooking, simple dressmaking and knitting, also the sewing of skins, as well as commercial subjects.

During the year, five new schools were established and new buildings provided at a cost of \$4,000 for each building.

Four native Alaskans on completing the courses in the industrial school at White Mountain were honored by receiving the first diplomas from the Bureau of Education.

THE COMMISSION'S BILL

A bill prepared by the State Commission for Crippled Children calls for a permanent Commission of six members with power to hire an executive secretary, establish an office, contract with A-grade hospitals for the care of children, select orthopedic surgeons, and pay for the

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care out of state funds especially provided therefor. It also provides for an annual enumeration of crippled children through the public school enumerator who reports to the County Superintendent, for the holding of clinics under the supervision of the Commission, and for proper follow-up after the child is discharged from the hospital.

SPREADING LIKE INFECTION

The heroin addict has a mania to bring everybody else into addiction. It may be said in general that all addicts have a desire for company and wish others to share with them the problem of securing the drug supply, but in the case of the heroin addict it is an absolute mania for recruiting. He thinks, he dreams, he plots to bring all whom he contacts into addiction. All addiction tends to spread. Heroin addiction can be likened to a contagion. Suppose it were announced that there were more than a million lepers among our people. Think what a shock the announcement would produce! Yet drug addiction is far more incurable than leprosy, far more tragic to its victims, and is spreading like a moral and physical scourge.

Capture of the books of a "dope ring" in Chicago revealed 18,000 addicts among the customers, involving yearly payments of \$39,000,000. This was but one ring in one city. More than half of all prisoners in moral turpitude cases in the prisons of New York City

are now addicts, over 90 per cent of these being young heroin addicts, although heroin addiction has been in exploitation only a few years. The number of prisoners in Federal penitentiaries convicted for offenses against Narcotic laws is three times that of those convicted on any other law.

PROMINENT SCHOOLMAN DIES

Principal Eugene H. Bash, of the Central Junior High School of Kansas City died recently. His death followed an operation for sinus trouble which had been brought on by an attack of influenza.

Mr. Bash was widely known as an efficient and progressive schoolman in Missouri, having been engaged in school work for several years before entering the Kansas City system.

FREMONT TO HAVE NEW HIGH SCHOOL

The village of Fremont, in Carter County is to have a new high school building soon. At a recent election bonds for \$19,000 to erect such a building were voted by an almost unanimous vote. The district has a valuation of only \$400,000 and maintains a first class high school. Mr. A. S. J. Carnahan is the superintendent.

JAS. W. TETRICK GOES WITH GINN

Mr. Jas. W. Tetrick who for the past few years has been representing the Laurel Publishing Company in Missouri has resigned his

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position with that company to accept a place with the Ginn Publishing Company. Mr. Tetrick is regarded as a very effective bookman, having a wide acquaintance in Missouri where he was engaged in educational work for many years.

GIVE THE LAYMEN THE FIGURES.

Principal V. C. Ilgen, of the Pershing School in University City thinks that the layman is not given the figures which he might be given concerning school services in terms of finance. Mr. Ilgen has tabulated services which his school has rendered and which, unlike the curricular subject matter taught, has an immediate and recognized money value to the patron. The patron knows what private music lessons cost, what is charged for dental work, what a physical examination is worth, how much is charged for vaccination, what an operation for tonsils or adenoids costs.

Applying this idea to his own school, Mr. Ilgen shows that music in his school has saved his patrons \$900, dental work amounts to \$2350, clinic treatments \$2190, vaccinations \$180, tonsil and adenoid operations \$250.

Mr. Ilgen says, "The layman may have been presented with statistics in the discussion of his school tax problem as they apply to the increase in attendance, but he has not been given the opportunity to understand the greater and better school services which he can understand in terms of dollars and cents."

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PROFESSOR RAYMOND D. THOMAS TO OKLAHOMA POST

Raymond D. Thomas for many years associated with the Springfield, Missouri, State Teachers College has accepted the deanship of the department of commerce in the A. and M. College of Oklahoma. After receiving his degree from the State Teachers College at Springfield he completed his work for his Master's and Doctor's degrees at Wisconsin. He returned to Springfield as teacher of economics in 1921. In 1926 he became chairman of the department.

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ASSISTANT SUPERINTENDENT AT KANSAS CITY BECOMES HEAD OF THE ST. JOSEPH SCHOOLS

Frederick H. Barbee assistant superintendent of schools in Kansas City since 1927 has assumed his duties as superintendent of schools for St. Joseph, succeeding in that position David Hopkins who was recently elected to Congress.

Mr. Barbee came into the Kansas City schools several years ago from the superintendency at Nevada, Mo. He has received several promotions in Kansas City and was considered for the superintendency of schools when former superintendent Cammack resigned last spring.

A TAX-PAYER'S VIEW OF TEACHERS' RETIREMENT SYSTEMS

Will H. Hays in a paper read before the National Council of Teachers' Retirement Systems at Cleveland on Feb. 26 discussed the Retirement Fund from the Tax-payers point of view.

He said that whatever contributes to the efficiency of our schools is a good investment and the to provide for the aged teacher is the most intelligent insurance it is possible to achieve for the efficiency of the teacher during his active years.

We should approach the problem from the point of view of the community's obligation to itself rather than from its debt to the teacher.

The first duty of all governments, he said, is to see that the taxpayer gets a maximum of return for the money he pays in to the government as taxes. The teacher being the most important agent of government, every tax-payer should be interested in his efficiency. He pictured, eloquently how time drives the worries in upon the aging teacher and says that "worry never did a good day's work."

Speaking on the evils of keeping teachers beyond age that brings a lack of vitality necessary to the best teaching he said, "No debt we owe teachers should be paid at the expense of the children." School boards, he said, in states not providing for retirement of teachers face constantly the cruel question: Whether to turn adrift without adequate means of support a teacher who no longer can render adequate service as a teacher or to refuse to do so and thus be derelict in their duty to the children.

The youth of today have a wide choice of professions he pointed out and called attention to two ways in which the lack of a proper retirement system was shunting away from the teaching profession those virile young men and women who might render the best service as teachers: First by the distaste formed from attending school under the tutelage of a teacher whom age had rendered incapable, and second by the hindrance to promotion which the retaining of these teachers make necessary.

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We have made this tour for the last nine summers and know the ground thoroughly. This trip with its great advantages can be taken at a very reasonable figure. By joining this tour you will not only have the advantage of attending one of the largest universities in this country, but will also obtain untold benefits from the extended travel which it offers.

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Eight weeks of music study and recreation under exceptional surroundings in the National High School Orchestra and Band Camp at Interlochen, Mich., will be available next summer to 300 boy and girl musicians graduating this year from high schools in the United States. Major activities will be an orchestra of 150 players, a band of 90 players, and a chorus of 60 singers. Each section of the band and orchestra will be in charge of an artist performer. In order that students may take advantage of the recreational facilities provided, enrollment will be limited to two of these activities. Courses in music supervision will be offered in connection with Teachers College, Columbia University, and credits gained will apply toward a degree in that institution. Plans for the summer include regular concerts directed by guest conductors, men of distinction in the world of music; request programs; organization of a choir for Sunday services; and numerous other vocal and instrumental features, as well as the presentation by a massed chorus with the assistance of visiting artists as soloists of Mendelssohn's oratorio of Elijah. The 300 high-school graduates who participate will be young men and women of excellent character, loyal members of their school organizations, selected because of their outstanding musical talent.

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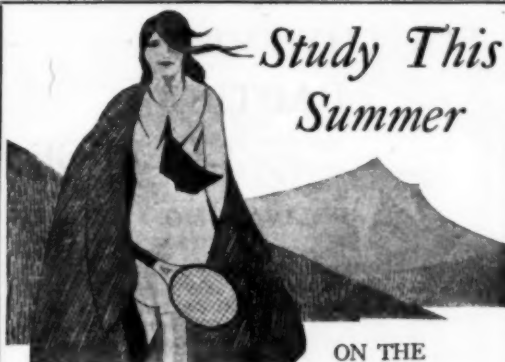
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The New York commission has resumed its studies in New York City in four public schools which have been placed at its disposal for observation of the effect of different atmospheric conditions upon pupils.—School Life.

Transportation for 15,219 Utah School Children

Utah is one of the foremost States in providing transportation for pupils who live beyond walking distance of school. Expenditures for transportation of school children averaged \$19 per pupil in grades 1 to 8 and \$33 per pupil in grades 9 to 12 in 12 large school districts of the State during the school year 1927-28, as shown by a study of transportation, results of which have been published by the State department of public instruction. The general average of all grades in the 12 districts was \$25; the average per pupil in the different districts ranged from \$18 to 53. A total of \$279,191 was expended by the 12 districts, amounts paid in the different districts ranging from 9,706 to \$45,019. Cost for the transportation of pupils in all districts of the State, 15,219 pupils, was \$403,468, an average of \$26 for the State at large.

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A bus for school use has been constructed by boys in the farm shop course in Woodburn School, Oregon.

"Evaluating education" will be the keynote of the ninth annual Ohio State Educational Conference, to be held at Ohio State University, Columbus, April 4-6. Definite periods have been set aside for group conferences, at which a wide range of subjects will be considered. General sessions will be held on Thursday and Friday nights. Attendance at the annual conferences of the university has practically doubled since 1923.—School Life.

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PARENTS AND TEACHERS, edited by Martha Sprague Mason and prepared by The National Congress of Parents and Teachers. Published by Ginn & Company. Price \$2.00.



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The book contains also the by-laws of the National Congress of Parents and Teachers and a Parent-Teacher creed, both of which every parent and every teacher should read, appreciate, and observe. Full details are given for organization, with a list of committees, and officers including suggestions as to their duties. It closes with a chapter devoted to the history of the development of Parent-Teacher organizations all over the world, re-

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vealing the original purposes for the organization and the additional services they have rendered to the school community which they involve.

—Helen F. Null.

THE TEACHER OUTSIDE THE SCHOOL,
by J. Frank Marsh. Published by World Book Company. Pages 234 plus X. Price \$1.80.

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